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ABSTRACT

This annotated bibliography lists almost 1,200 journal articles published between 1985 and 1991 and drawn primarily from the ERIC and PsycLIT databases, focusing on issues which affect the educational integration of children and adults with special needs. Primary attention is given to articles discussing the methods and needs of students with mild to moderate handicapping conditions. Specific topics include assessment, attitudes, cross cultural issues, early education, adult education, secondary education, behavior problems or autism, communication problems, hearing impairments, intellectual handicaps, learning disabilities, physical disabilities, visual impairments, English as a Second Language, legal issues, program evaluations, physical education, social factors, teacher preparation and inservice, teaching methods, use of music, and use of computers and other technology. A subject index provides access to the bibliography entries, which are arranged alphabetically by author. (JDD)

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THE INTEGRATION OF STUDENTS WITH SPECIAL NEEDS INTO EDUCATIONAL SETTINGS: AN ANNOTATED BIBLIOGRAPHY

INTRODUCTION

This bibliography focuses on issues which affect the educational integration of children and adults with special needs. References include published journal articles from 1985 through 1991, and primary sources have been the ERIC and PsycLIT data bases and materials in the libraries at the University of Alberta.

Primary attention has been given to articles discussing the methods and needs of students with mild to moderate handicapping conditions. Those interested in students with severe and/or multiple handicapping conditions are referred to the annotated bibliography entitled *Integration and individuals with moderate to profound intellectual impairment: An annotated bibliography*, compiled by Dreimanis, Sobsey, Gray, Harnaha, Uditsky and Wells (1990) at the University of Alberta.[1]

The titles and numerical position of articles pertaining to specific topic areas are listed in the subject index following the bibliographic inclusions, beginning on page 245. A list of recent selected books of potential interest to readers is presented on page 307.

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[1] Dr. R. Sobsey
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1. **Abrahamsen, E. P., and others. (1989). Reading comprehension in adolescents with learning disabilities: Semantic and syntactic effects. Journal of Learning Disabilities, 22(9), 569-572.**
   92 7th-, 8th-, and 9th-grade adolescents with learning disabilities (LD) were randomly assigned to 4 groups to determine the effects of semantic and syntactic complexity on the reading comprehension of content-area prose. Ss were mainstreamed for 4 of 6 classroom periods. Syntactic and semantic modifications to the passages resulted in significantly better comprehension of regular content-area material by these Ss with LDs.

2. **Abrams, M. (1991). Readership survey results. Perspectives in Education and Deafness, 9(4), 20-21.**
   The article summarizes results of a reader survey and found readers of "Perspectives in Education and Deafness" want articles on such topics as older students and teenagers; teaching students with additional problems; advice for mainstreaming and itinerant teachers; multicultural activities; and advocacy for deaf citizens.

3. **Adams, W. (1988). Working together to improve the supportive framework for children with special needs in mainstream schools: A multi-professional approach. Maladjustment and Therapeutic Education, 6(2), 127-136.**
   Considers ways in which multi-disciplinary work can enhance the quality of care and improve the supportive framework for all children, especially those with special needs. A pastoral care system is suggested to ensure that lines of responsibility within a large organization are arranged such that a child should be known well by at least 1 teacher. The roles of other permanent or visiting professionals are discussed. It is suggested that a school ethos must encourage creative thinking and flexible approaches to accommodate children whose needs are difficult to meet in the normal classroom. Examples of joint work with children considered for special placement and ground rules for good multiprofessional working are presented.

4. **Adamson, D. R., and others. (1989). Collaboration/consultation: Bridging the gap from resource room to regular classroom. Teacher Education and Special Education, 12(1-2), 52-55.**
   This case study of one resource program described structures and techniques used in the regular classroom, playground, lunchroom, and resource room to help in mainstreaming handicapped students. In four years this program saw a 42 percent reduction in students classified as handicapped, although school enrollment grew by almost 38 percent.

5. **Adamson, D. R., and others. (1990). Five ways to bridge the resource room-to-regular classroom gap. Teaching Exceptional Children, 22(2), 74-77.**
   Described are five ways to coordinate resource room and regular education programs: (1) consultation services, (2) collaborative teaching/co-teaching, (3) structured recess program, (4) work completion groups, (5) and daily check-outs for contract monitoring.

6. **Affleck, J. Q., Madge, S., Adams, A., & Lowenbraun, S. (1988). Integrated classroom versus resource model: Academic viability and effectiveness. Exceptional Children, 54(4), 339-348.**
Compared student achievement data of an integrated classroom model (ICM) to achievement data in resource room programs. Cost-effectiveness of the 2 programs was also compared. Comparison of pre- and postscores on the reading, math, and language subtests of the Woodcock-Johnson Psycho-Educational Battery indicated no significant differences in performance among 197 2nd-5th grade students with learning disabilities in integrated classrooms and resource classrooms. Comparisons of California Achievement Test scores indicated no significant differences among 39 regular education students in the ICM and in regular classrooms. The ICM was more cost- effective than resource room programs while achieving similar results.

7. **Ahearn, E. M., & Patterson, J. (1986). Japanese and American special education: A world apart. International Journal of Special Education, 1(2), 129-140.**
Historical and contemporary special education in Japan and the United States are compared. Differences in societal acceptance of the handicapped, integration into regular education, educational finance, parental roles, governmental control, and staff training are highlighted. The authors' personal experiences demonstrating the influence of culture on educational practice are recounted.

8. **Ahuja, S. C. (1990). Rehabilitation of visually handicapped Indians: The problem and the numbers. Journal of Visual Impairment and Blindness, 84(6), 270-273.**
Though the Constitution of India guarantees the right to be educated and to work, only a minority of visually handicapped/blind citizens attain these rights. A new education policy includes integration of blind children at every educational level, followed by vocational training and job placement. Problems, possible solutions, and progress are discussed.

9. **Ait-Hocine, N. (1990). A case for occupational therapy: Integrating children with mental and physical handicap into mainstreaming education. British Journal of Occupational Therapy, 53(1), 19-23.**
Examined the extent of involvement of occupational therapists (OTs) with children with disabilities and their teachers in mainstream (MST) schools. An attempt was also made to establish whether teachers involved with the same children with handicaps felt sufficiently informed, advised, and supported in the performance of their duties. Interviews were conducted with 8 teachers and 3 OTs involved with children with a disability in MST education. There was agreement between teachers and OTs that there are considerable problems concerning the integration of children with handicaps into MST education. The need for OTs to make educational authorities aware of the potential benefits of occupational therapy in MST education is noted.

10. **Aksamit, D. L. (1990). Practicing teachers' perceptions of their preservice preparation for mainstreaming. Teacher Education and Special Education, 13(1), 21-29.**
This study provides follow-up data from surveys of practicing elementary and secondary teachers (N=80) who completed a curriculum infusion model at a large midwestern teachers' college. Most had had no contact with disabled students

during student teaching and reported receiving inadequate training in Individual Education Plans, classroom management, and adapting curriculum in their preservice education.

11. **Aksamit, D. L., & Alcorn, D. A. (1988). A preservice mainstream curriculum infusion model: Student teachers' perceptions of program effectiveness. Teacher Education and Special Education, 11(2), 52-58.**
The study investigated the perceptions of student teachers completing a preservice teacher education program using the curriculum infusion model to prepare regular classroom teachers for mainstreaming of handicapped children. Students perceived the curriculum and their own knowledge as less than adequate and contact with handicapped learners less than anticipated.

12. **Aldinger, L. E., and others. (1989). Using computer-assisted staff development to enhance teacher consultation. Journal of Staff Development, 10(4), 20-23.**
This article discusses ways in which an individualized and collaborative model of staff development can prepare both general and special education teachers to make instructional adaptations to meet the needs of mainstreamed students. Expert systems can support individualized staff development and aid in placement and followup of mainstreamed students.

13. **Allen, D. G., Martin, M., & Bidder, R. T. (1988). The progress of ex-home advisory service children in full-time education: A follow-up study. Educational Psychology in Practice, 4(2), 80-85.**
Conducted a follow-up study of 91 Welsh children (aged 3-11 yrs) who had participated in a home-based teaching program for preschool children identified as having developmental delays. Results show that 70% of the Ss were in some form of special education and that 30% were in normal schools at follow-up. The majority of the Ss were experiencing significant developmental difficulties that increased with age. Implications for the integration of children with special needs into normal schools are discussed.

14. **Altman, R., & Lewis, T. J. (1990). Social judgements of integrated and segregated students with mental retardation toward their same-age groups. Education and Training in Mental Retardation, 25(2), 107-112.**
Social judgement data were derived from 60 students (aged 128-227 mo; IQ 40-77) with mild mental retardation (MR) at the elementary (EL), junior high (JH), and high school levels. Half the Ss were primarily integrated into regular classes, and half were segregated into special classes. EL-level Ss rated peers who were retarded and nonretarded significantly lower than did either older group. Segregated Ss also rated both peer groups more negatively than did integrated Ss at every age level. Only JH/integrated Ss discriminated between the 2 peer groups, rating nonretarded peers more positively. Maturity and integration fostered more positive attitudes among Ss with MR toward retarded and nonretarded peers.

15. **Alves, A. J., & Gottlieb, J. (1986). Teacher interactions with mainstreamed handicapped students and their nonhandicapped peers. Learning Disability Quarterly, 9(1), 77-83.**
Observed teacher interactions with 59 mildly handicapped 3rd-6th graders and their nonhandicapped peers in 38 mainstreamed classrooms using an interval time-sampling procedure and behavioral categories derived from a teacher-child dyadic interaction system developed by J. Brophy and T. Good (1970). Six aspects of teacher-student interactions were considered: academic questions, extended feedback, praise, criticism, work interactions, and total amount of interactions. Discriminant analysis indicated that handicapped Ss received fewer questions and were provided with less teacher feedback than their nonhandicapped peers. Results suggest that mainstreamed handicapped Ss were less involved in academic exchanges than the nonhandicapped.

16. **Amram, R. (1991). Things are in action: The discovery program/exploration camps. Lunch session. Roeper Review, 13(2), 82.**
A "Discovery Program" implemented in 1989 to help underprivileged gifted and talented students in Israel advance in their chosen fields is described. The importance of local administration and participation is stressed, as are optimal ratios of underprivileged to privileged youth for maximum benefit to all.

17. **Anderegg, M. L., & Vergason, G. A. (1988). An analysis of one of the cornerstones of the regular education initiative. Focus on Exceptional Children, 20(8), 1-7.**
Ten problem areas associated with research conducted with the Adaptive Learning Environment Model (ALEM) are delineated. Concerns about the implementation of this model in an effort to improve the interfacing of regular and special education are expressed in four areas: generalizability, level of learning, personnel and funding, and practical application.

18. **Anderson-Inman, L. (1986). Bridging the gap: Student-centered strategies for promoting the transfer of learning. Exceptional Children, 52(6), 562-572.**
Three data-based strategies for promoting the transfer of skills from special education resource rooms to regular classrooms are presented within the conceptual framework of transenvironmental programming. An argument is made for increased student involvement in the decision making surrounding the adoption of each strategy. Student-centered recommendations for implementation are provided.

19. **Anderson-Inman, L. (1987). Consistency of performance across classrooms: Instructional materials versus setting as influencing variables. Journal of Special Education, 21(2), 9-29.**
The study with five mildly handicapped students (ages 10-12) found that changing setting (regular or resource classroom) alone had no significant impact on student performance. The combined effect of changes in test materials and test administrator, however, indicated that curriculum differences did affect extent to which skills were transferred across settings.

20. **Anderson, L. W., & Pellicer, L. O. (1990). Synthesis of research on compensatory and remedial education. Educational Leadership, 48(1), 10-16.**
Current Chapter 1 remedial and compensatory education programs may not be worth the substantial funds being poured into them. To address shortcomings, such programs should be upgraded, reconceptualized as educational (not funding) programs, and fully integrated into the total school program. Includes 14 references.

21. **Anderson, M. A. (1991). Technology integration for mainstreamed students. Computing Teacher, 18(4), 6-8.**
Discussion of the successful integration of technology to assist students with mild handicaps in mainstreamed classrooms highlights the role of the teacher. Three research studies are described: one with elementary schools, one with middle schools, and one with high schools. Curriculum objectives, student needs, group learning, and teacher training are also discussed.

22. **Antia, S. (1985). Social integration of hearing-impaired children: Fact or fiction? Volta Review, 87(6), 279-289.**
Reviews the research findings on social integration of hearing-impaired children and uses the results of research with hearing-impaired and other handicapped children to suggest intervention techniques for social interaction, assimilation, and acceptance in a mainstream environment. Research indicates that physical proximity to normal-hearing peers may necessarily result in neither social interaction nor social acceptance. Therefore, teachers of hearing-impaired children in public schools may need to help their students to specifically develop social communication skills such as initiating and maintaining conversation and extending and responding to invitations to join ongoing peer activities. Teachers may also need to create opportunities for social interaction between normal-hearing and hearing-impaired children.

23. **Aplin, D. Y. (1987). Social and emotional adjustment of hearing-impaired children in ordinary and special schools. Educational Research, 29(1), 56-64.**
Examined the social adjustment and behavior of 42 children (aged 7-16 yrs) with sensorineural loss, attending ordinary schools. Teachers completed ratings, and Ss were also assessed for IQ, academic achievement, and linguistic ability. Results show that Ss had significantly better levels of adjustment than their peers in special schools or hearing-impaired children in previous studies. The relationship between maladjustment and other measures is discussed. The relevance of such studies to the integration of hearing-impaired children in ordinary schools is outlined.

24. **Archie, V. W., & Sherrill, C. (1989). Atttitudes toward handicapped peers of mainstreamed and nonmainstreamed children in physical education. Perceptual and Motor Skills, 69(1), 319-322.**
Examined the attitudes of 143 mainstreamed and 86 nonmainstreamed 4th and 5th graders toward handicapped peers. Data were collected in the physical education setting through administration of a measure of attitudes toward handicapped children by J. Rapier et al (see PA, Vol 50:7832). A 2 * 2 analysis of variance (ANOVA) indicated no significant differences between contact groups or between

sexes. An item-by-item analysis, however, showed that mainstreamed Ss believed that children with disabilities were more fun and interesting than did nonmainstreamed Ss.

25. **Arieli, M., Beker, J., & Kashti, Y. (1990). Residential group care as a socializing environment: Toward a broader perspective. Child and Youth Services, 13(1), 45-58.**
Discusses the paradox that the validity of residential group care is being questioned for children and youth at risk (focus is now on normalization), yet the "elite" use this method for developing their children for societal leadership roles. Three types of residential group care settings are considered: those that provide custodial services to enable other unrelated processes to take place (incidental), remedial and socializing settings. Socializing institutions can be further subdivided into mainstreaming, autonomizing, and designating settings. Opportunities and risks of the socializing residential setting are discussed. If the socializing orientation is for the purpose of normalization and deinstitutionalization then it is a positive development, since this orientation is shared by different kinds of residential group care programs for "normal" youth, including the elite, which are successful.

26. **Ashley, J. (1987). The beginnings of outreach work and behavioral support in Oldham. Maladjustment and Therapeutic Education, 5(3), 30-34.**
Outlines a model of the approach used in an English primary school outreach program for 7-13-yr-olds with emotional and behavioral difficulties. The outreach program was intended to maintain these children in mainstream education. It is suggested that the model encouraged a multidimensional view of disruptive behavior and accounted for teachers' behavior toward students. Policy implications are discussed.

27. **Ashman, A. F. (1985). Process-based interventions for retarded students. Mental Retardation and Learning Disability Bulletin, 13(2), 62-74.**
Describes an intervention to improve the simultaneous and successive processing competence of mildly mentally retarded adolescents in regular high schools. The procedure is presented as a flow-diagram that includes 3 loops: an instruction loop, a blockage loop, and a generalization loop. Activities associated with the procedure include the statement of task demands, identification of preferred strategies, performance monitoring, and introduction of transfer activities.

28. **Ashmead, P., O'Hagan, F. J., Sandys, E. J., & Swanson, W. I. (1985). Personal, social, and educational adjustments of physically disabled pupils in ordinary schools. Exceptional Child, 32(3), 201-206.**
Investigated the reading and mathematical achievement as well as the personal, emotional, and social adjustment of 24 physically disabled pupils (mean age 9 yrs 10 mo) attending a regular elementary school. Ss were administered the Holborn Reading Scale and the Basic Number Screening Test--Form A. Measures the teacher's familiarity with and knowledge of physical disability and their views concerning the helpfulness of other professionals were collated. In general, evidence supports the effectiveness of classroom teaching with respect to reading

but some doubts emerge concerning mathematics work. Teachers' positive outlooks regarding their pupils contrast with their negative evaluation of external support services.

29. **Askew, H., & Thomas, D. (1987). "But I wouldn't want to go back". British Journal of Special Education, 14(1), 6-9.**
    The article focuses on administrative policy issues related to reintegration of students with emotional and behavioral difficulties from special into mainstream schools in England. Based on the results of interviews with administrators and teachers, readiness factors are discussed and administrative guidelines to prepare for reentry are outlined.

30. **Atterbury, B. W. (1989). Being involved in mainstreaming decisions. Music Educators Journal, 75(6), 32-35.**
    Urges music educators' involvement in placement decisions for exceptional students in order to avoid poor placements and to enable all learners to experience musical success. Explains that educators need to understand applications of current law to teaching situations. Describes instructional strategies and aids and services that will ensure music learning for all students.

31. **Atterbury, B. W. (1985). Musical differences in learning-disabled and normal-achieving readers, aged seven, eight and nine. Psychology of Music, 13(2), 114-123.**
    Studied whether differences exist in musical processing ability with differing inputs and responses in normal-achieving (NA) and mainstreamed learning disabled (LD) children in 3 studies. In Study I, 20 7-yr-olds and 20 8-yr-olds were tested for rhythm discrimination (RD) and rhythm performance (joining in and echo-clapping (EC)). In Study II, 56 9-yr-olds were administered tests of RD and EC. In Study III, 114 7-, 8-, and 9-yr olds were given the Primary Measures of Music Audiation tonal test. Each age group contained an equal number of NA and LD Ss. Ss discriminated same and different rhythm patterns (RPs) similarly, but at each age the LD Ss reproduced clapped RPs more poorly than did NA Ss. Findings suggest that LD children may not be able to learn music as easily as their peers, and may need prior evaluation of input, integration, and output capacities before being mainstreamed.

32. **Atterbury, B. W. (1986). Success in the mainstream of general music. Music Educators Journal, 72(7), 34-36.**
    An approach to planning and teaching that emphasizes individual success in music could begin to provide the necessary social antidotes to inappropriate mainstreaming situations. Such an approach is discussed.

33. **Atterbury, B. (1986). A survey of present mainstreaming practices in the southern United States. Journal of Music Therapy, 23(4), 202-207.**
    Assessed the current status of mainstreaming practices as perceived by 133 elementary music educators. The questions focused on 3 areas of interest: administrative support, instructional adaptations, and impact of mainstreaming on students. Responses show that Ss (1) perceived administrative support for mainstreaming to be minimal and (2) indicated a moderate amount of instructional

modification to meet the needs of mainstreamed students. Only 1% of the Ss indicated they had previously participated in individual educational program development.

34. **Atwood, R. K., & Oldham, B. R. (1985). Teachers' perceptions of mainstreaming in an inquiry oriented elementary science program. Science Education, 69(5), 619-624.**
Teachers (N=146) using Science Curriculum Improvement Study were surveyed for their views on teaching disabled students in regular science programs. Results show that teachers feel positively about teaching disabled students (but also feel inadequate with this responsibility). Advantages and disadvantages of mainstreaming in elementary science are also discussed.

35. **Aubrey, C. (1985). Responses of school psychologists in two contrasting socio-cultural contexts (France and Great Britain) to integration of handicapped pupils in the ordinary school setting. Educational and Child Psychology, 2(3), 168-173.**
Studied published professional literature of psychologists in France and Great Britain on the integration of handicapped students in ordinary schools in 1983, as reflecting and comparing current status, practice, and ideologies. Professional psychological development is based on the growth of a conceptual framework in which to operate, the development of individual skills, and career development along the lines of personal goals. For French Ss, integration directly affects the conceptual framework within which they operate, the development of their individual skills, and their more precarious career prospects. Great Britain Ss, with secure career prospects, extend more flexibly-applied behavior techniques in an advisory capacity to teachers, and they do not rely on their exclusive expertise as psychologists. Great Britain Ss neither see the limitations of these approaches nor the implicit assumptions about the nature of human development.

36. **Aubrey, C. (1986). Responses of school psychologists in two contrasting socio-cultural contexts (France and Great Britain) to integration of handicapped pupils in the ordinary school setting. School Psychology International, 7(1), 27-34.**
Examined 1983 published professional communications by French and British psychologists on the issue of integrating handicapped pupils in the regular school setting. A theme with British psychologists was integrating assessment/intervention procedures of applied behavioral models with the legal requirements of assessment/classification of special needs children. French psychologists expressed concern about the integration circulars of January 1982 and 1983. They saw the circulars affecting the conceptual framework within which they worked, the development of individual skills, and their career prospects. They criticized the lack of definition of handicap.

37. **Augustine, D. K., and others. (1990). Cooperation works! Educational Leadership, 47(4), 4-7.**
Cooperative learning can benefit all students, whether "average," low-achieving, gifted, or mainstreamed. Teachers trained at the University of Minnesota's Cooperative Learning Center expect to see students in small, heterogeneous groups using special skills and caring about each others' learning. Tips on cooperative spelling groups are provided. Includes two references.

38. **Bacon, E. H., & Schulz, J. B. (1991). A survey of mainstreaming practices. Teacher Education and Special Education, 14(2), 144-149.**
Elementary and secondary teachers (n=35) identified as effective instructors of students with handicaps in the regular classroom were interviewed. Elementary teachers reported using individualized instruction and receiving support from special education teachers more often than secondary teachers. Both groups frequently used instructional modifications.

39. **Baenen, R. S., Stephens, M. P., & Glenwick, D. S. (1986). Outcome in psychoeducational day school programs: A review. American Journal of Orthopsychiatry, 56(2), 263-270.**
Discusses 3 psychoeducationally, 4 behaviorally, 2 ecologically, and 4 integratedly oriented studies of outcomes for children (aged 5 yrs through adolescence) served in day school programs under Public Law 94-142 because of behavioral or emotional disturbance. 65 to 90% of Ss were reintegrated into the regular school system, with less seriously disturbed Ss more likely to be reintegrated. For those Ss not reintegrated, the prevailing staff impression was that program involvement obviated the need for residential placement. However, approximately 20% of treated children were expelled from day treatment programs or referred for residential placement. Improved self-concept of Ss was associated with improvement in academic and behavioral adequacy. Improvement in academic performance was more difficult to achieve, of lesser magnitude, and of shorter duration than behavioral improvement. Treated Ss were viewed as different from normal peers on return to regular school. Families of treated Ss tended to present significant disturbances in functioning, and therapeutic contact with program staff appeared to increase their adjustment. Methodological considerations and recommendations for programs and research are discussed.

40. **Bagnato, S. J., and others. (1987). Integrated day care as special education: Profiles of programs and children. Topics in Early Childhood Special Education, 7(1), 28-47.**
Individual profile analysis of 13 Handicapped Children's Early Education Program day care programs and handicapped (N=23) and nonhandicapped (N=22) children served in the programs revealed a wide range of functional capabilities of the children and the frequently cited goal of socialization of all children.

41. **Bailey, D. B. (1989). Early schooling for children with special needs. Theory into Practice, 28(1), 64-68.**
In 1990-91 the Education for All Handicapped Children Act Amendments (1986) will require public schools to provide appropriate educational services for three and four year olds with handicapping conditions. This article examines this legislation, the historical factors contributing to its passage, and its implications for children, families, and schools.

42. **Bailey, D. B., & McWilliam, R. A. (1990). Normalizing early intervention. Topics in Early Childhood Special Education, 10(2), 33-47.**
This article describes three dimensions of normalization that extend beyond mainstreaming in the context of early intervention: (1) the physical environment,

(2) teaching and therapeutic strategies, and (3) family-focused services. Examples of normalized practices within each dimension are offered, and issues related to normalization are discussed.

43. **Bailey, D. B., & Winton, P. J. (1989). Friendship and acquaintance among families in a mainstreamed day care center. Education and Training in Mental Retardation, 24(2), 107-113.**
Examined over a 9-mo period the friendship, acquaintance, and interaction patterns of 47 families attending an integrated day care program. Results indicate that the 9 families of children (aged 18 mo to 5 yrs) with handicaps were more likely to meet and become friends with other families of children with handicaps. Furthermore, they generally were less satisfied than families of normally-developing children with their acquaintance with other families in the day care center. Data show that merely providing families of handicapped children with a mainstreaming environment will not promote interaction and friendship between parents of handicapped children and parents of normally developing children.

44. **Bailey, D. B., & Winton, P. J. (1987). Stability and change in parents' expectations about mainstreaming. Topics in Early Childhood Special Education, 7(1), 73-88.**
Describes the expectations of 31 families of nonhandicapped children and 9 families of handicapped children prior to the introduction of handicapped children into a day care center that had previously served only nonhandicapped youngsters. A follow-up assessment was conducted after 9 mo of mainstreaming, in which Ss completed a questionnaire on the benefits and drawbacks of mainstreaming. Both groups of parents were similar in their opinions of the benefits of mainstreaming. Expectations generally changed little over time, although parents of nonhandicapped children showed a reduction in concerns about effects on their own children.

45. **Bailey, D. B., & Winton, P. J. (1989). "Stability and change in parents' expectations about mainstreaming:" Erratum. Topics in Early Childhood Special Education, 9(1), ix.**
Reports an error in the original article by D. B. Bailey and P. J. Winton (Topics in Early Childhood Special Education, 1987 (Spr), Vol 7(1), 73-88). The error is in Table 3, Item 13 under Possible Benefits of Mainstreaming. The item should read "In mainstreaming, families of nonhandicapped children are more likely to understand what it is like for families who have a handicapped child".

46. **Bailey, J. F. (1987). Physically disabled pupils in mainstream schools. Children and Society, 2(2), 117-126.**
Suggests that the most appropriate way to integrate physically disabled pupils into mainstream schools is on an individual basis as opposed to designating particular schools to take all disabled pupils or building special units attached to mainstream schools. There is a need in the field of special education for adequate "resourcing" and advice to be made available to schools and teachers working with disabled persons. Resourcing must be made available at the local authority level. Problems encountered in mainstreaming on an individual basis are highlighted.

47. **Bain, A., & Dolbel, S. (1991). Regular and special education principals' perceptions of an integration program for students who are intellectually handicapped. Education and Training in Mental Retardation, 26(1), 33-42.**
Surveyed 30 regular and 30 special education (SE) principals in Australia regarding the effectiveness of their jointly run integration programs for students with intellectual handicaps. Both regular and SE principals held positive attitudes about the type and amount of integration occurring in their programs and the level of cooperation among the special and regular education personnel. Principals most commonly reported relatively high levels of cooperation between the host schools and SE support centers, the presence of mainly instructional type integration, and a positive relationship between the programs.

48. **Baker, J. M., & Zigmond, N. (1990). Are regular education classes equipped to accommodate students with learning disabilities? Exceptional Children, 56(6), 515-526.**
A case study is presented of an elementary school preparing to implement a full-time mainstreaming program for students with learning disabilities. Based on observations, interviews, and surveys of students, parents, and teachers, it is concluded that fundamental changes in instruction are necessary for the regular education initiative to work.

49. **Baker-Shenk, C. (1985). Using your face to communicate. Perspectives for Teachers of the Hearing Impaired, 3(3), 19-21.**
Deaf speakers and signers use their eyes to communicate in a number of ways. Teachers should become familiar with facial and head behaviors of deaf signers to increase understanding in their mainstreamed hearing impaired students.

50. **Baldwin, H. A. (1987). One superintendent's view of LRE. PTA Today, 12(7), 21-22.**
During the 1984-85 school year, classes for moderately mentally handicapped students were moved into the Monroe County, Indiana, public schools. The experience is described.

51. **Ballard, K. D. (1990). Special education in New Zealand: Disability, politics, and empowerment. International Journal of Disability, Development and Education, 37(2), 109-124.**
Recent changes in New Zealand educational administration are empowering parents to seek integration into mainstream classrooms for their children with disabilities. These changes include an emerging economic model of schools, the establishment of the right of all children to education in state schools, and recognition of rights of Maori people.

52. **Barbero, S. L. (1989). Community-based, day treatment for mentally retarded adults. Social Work, 34(6), 545-548.**
Today theoretically community-based treatment programs replace institutionalization of most developmentally disabled/mentally retarded adults. Still, 75% of the aging and elderly population lack adequate mainstreaming services that could enhance their quality of life and prevent premature, long-term care reinstitutionalization. Following a discussion of deinstitutionalization and community-based treatment standards, social work design, and the philosophical

base of day treatment, the goals of 5 models (e.g., behavior modification) are outlined. Program components and variables and demographics of the aging and elderly consumer are also explored.

53. **Barnartt, S. N., & Seelman, K. (1988). A comparison of federal laws toward disabled and racial/ethnic groups in the USA. Disability, Handicap and Society, 3(1), 37-48.**
The paper compares federal legislation for disabled people with that for racial and ethnic groups in the United States. The ways existing laws handle employment discrimination, integration in education, access, and equal protection under the law are considered. Clear differences for each group in the types of discrimination permitted are identified.

54. **Bartoli, J. S. (1986). Is it really English for everyone? Language Arts, 63(1), 12-22.**
Discusses how the socioeconomic "caste system" operates to differentiate education, and addresses questions concerning the definition of mainstream competence and the labeling of students as unfit or incompetent. Discusses the shortcomings of the three solutions for language incompetence.

55. **Bates, E. A. (1986). Project gateway. Camping Magazine, 59(1), 28-31.**
Describes experiment to include children with health and behavior problems in a residential camp for economically disadvantaged children. Discusses special health care provisions and staff training. Presents four case studies of campers. Offers lessons learned from the experiment and plans for evaluation and followup.

56. **Bauer, C. J. (1985). Books can break attitudinal barriers toward the handicapped. School Counselor, 32(4), 302-306.**
Lists books dealing with the more prevalent handicaps of mainstreamed children: visual handicaps, speech handicaps, emotional disturbances, learning disabilities, auditory handicaps, intellectual impairments, and orthopedic handicaps. Recommends books for use from preschool to level three to expose children early and influence their attitudes about handicapped people.

57. **Bauer, C. J., and others. (1985). Altering attitudes toward the mentally handicapped through print and nonprint media. School Library Media Quarterly, 13(2), 110-114.**
Investigates effects of media on attitudes of fourth- and seventh-grade students toward mentally handicapped using three treatments and discussion at each grade level. One group viewed "The Hayburners"; companion book was read to another group; third was exposed to both book and film; control group did neither.

58. **Bauwens, J., Hourcade, J. J., & Friend, M. (1989). Cooperative teaching: A model for general and special education integration. Remedial and Special Education (RASE), 10(2), 17-22.**
Cooperative teaching (or co-teaching) refers to an educational approach in which general and special educators work in a coactive and coordinated fashion to jointly teach academically and behaviorally heterogeneous groups of students in educationally integrated settings. In the short term, cooperative teaching should speed the transition of segregated special education students back into the

classroom. In the long term, it can provide immediate help for students with learning difficulties. Cooperative teaching can be implemented through complementary instruction, team teaching, and supportive learning activities. The barriers of time, limited cooperation, and increased workload can be reduced as teachers gain more field-based practical knowledge of cooperative teaching.

59. **Bear, G. G., Clever, A., & Proctor, W. A. (1991). Self-perceptions of nonhandicapped children and children with learning disabilities in integrated classes. Journal of Special Education, 24(4), 409-426.**
Hypothesized that self-perceptions of scholastic competence, behavioral conduct, and global self-worth would be (1) lower among 52 children with learning disabilities (LDs) in integrated classes than among 163 nonhandicapped (NH) children in the same classes and (2) higher among the NH Ss in integrated classes than among 124 NH children in nonintegrated classes. Scores of the 339 3rd graders provided general support for the 1st hypothesis, but limited support for the 2nd. Findings suggest that integration is unlikely to have a positive effect on the self-perceptions of children with LDs, but may well enhance the self-perceptions of NH children, particularly NH boys.

60. **Bear, G. G., & Proctor, W. A. (1990). Impact of a full-time integrated program on the achievement of nonhandicapped and mildly handicapped children. Exceptionality: A Research Journal, 1(4), 227-238.**
This study found that 47 mildly handicapped third graders in a full-time integrated program, Team Approach to Mastery (TAM), experienced greater achievement gains than 31 students in resource rooms, though differences were significant only in math. Nonhandicapped TAM students (n=176) made greater gains than mildly handicapped TAM students and nonhandicapped students in regular classrooms.

61. **Beattie, J. R., & Calhoun, M. L. (1986). Participating in the high school mainstream: Communication skills of mildly handicapped adolescents. High School Journal, 70(1), 40-45.**
Studied communication patterns and skills of mildly handicapped adolescents in the high school mainstream. Interviews assessing students' verbal participation and success in meeting verbal demands and the extent of communication skills training provided in the classroom were conducted with 15 special education (SE) teachers, 12 academic teachers, 14 vocational teachers, 15 SE students in Grades 9-12, and 12 parents of exceptional high school students. Results reveal that exceptional students do not participate appropriately in the classroom and are poor users of verbal and written communication skills. Teachers, regardless of subject area, reported little emphasis on communication skills training, but expressed an interest in appropriate intervention strategies. Recommendations for enhancing exceptional students' communication skills are provided.

62. **Beaupre, W. (1985). Phonetics for the hearing-impaired university student: An alternate strategy. Volta Review, 87(7), 345-348.**
A hearing-impaired undergraduate participated in all class lectures, classroom drills, and examinations involving oral dictation of transcription in a mainstreamed summer session. Success was ascribed to the university's use of cued speech, a phonemic system compatible with phonetic analysis, and transcription.

63. **Beck, R. (1991). Project RIDE. Teaching Exceptional Children, 23(2), 60-61.**
Project RIDE (Responding to Individual Differences in Education) is a K-12 staff development program designed to assist teachers in accommodating individual differences. The building-based support system stresses "effective schools" practices, and provides schoolwide assistance teams, a computerized Tactics Bank of 312 proven practices, and a video library demonstrating the classroom tactics.

64. **Beckman, P. J., & Kohl, F. L. (1987). Interactions of preschoolers with and without handicaps in integrated and segregated settings: A longitudinal study. Mental Retardation, 25(1), 5-11.**
Used a within-groups design to compare the social interactions and play behavior of 6 children with (aged 3.6-6.4 yrs) and 6 without (aged 3.6-4.7 yrs) handicaps in integrated and segregated preschool settings. Ss were observed during free play in both settings on 4 occasions. A time-sampling technique was used to record positive social interactions and Ss' play with toys. Results indicate that there was a steady increase in positive social interaction over time for Ss without handicaps in both settings and for children with handicaps in the integrated setting. Ss in both groups engaged in more interaction in integrated than in segregated settings. For all Ss, there was an increase in sophisticated play with toys over time and a decrease in indiscriminate/investigative play. Significant differences in the type of play with objects were not obtained as a function of setting.

65. **Beckoff, A. G., & Bender, W. N. (1989). Programming for mainstream kindergarten success in preschool: Teachers' perceptions of necessary prerequisite skills. Journal of Early Intervention, 13(3), 269-280.**
Surveyed 63 kindergarten special education teachers (KSETs) and 67 preschool special education teachers (PSETs) regarding their perceptions of the skills necessary for mainstreaming in kindergarten programs and the instructional strategies they use. PSETs were more stringent in their perceptions of the skills necessary for mainstreaming in kindergarten than were KSETs. PSETs considered the overall social and academic characteristics to be more important for mainstreaming than did KSETs. PSETs also emphasized teaching behaviors such as highly structured programming, individualization, and task analysis more than KSETs. Results are discussed in terms of the interface between preschool

66. **Befring, E. (1990). Special Education in Norway. International Journal of Disability, Development and Education, 37(2), 125-136.**
The article reviews special education in Norway, including the general education system, health and welfare services for persons with disabilities, the organization of special education, integration, qualifications of special education teachers, national plans for development, and problems and progress. It is recommended that advocacy for those with disabilities accompany normalization.

67. **Behera, H. (1985). Mainstreaming: A recent trend in the education of the disabled. Social Science International, 1(2), 42-45.**
Discusses the mainstreaming of the disabled into the normal school setting. It is noted that this process requires individualized instruction, rearrangement of the curriculum, appointment of specially trained teachers, and reorientation of all

teachers. Positive attitudes among teachers and the replacement of graded with ungraded school systems result in more frequent successes by the disabled students.

68. **Bell, K., Young, K. R., Blair, M., & Nelson, R. (1990). Facilitating mainstreaming of students with behavioral disorders using classwide peer tutoring. School Psychology Review, 19(4), 564-573.**
Investigated the effects of classwide peer tutoring (CWPT) on the academic performance of students with behavioral disorders and the highest, middle, and lowest performing strata of nondisabled students in a regular education history class. Seven students with disabilities and 52 nondisabled high school students (mean age 16 yrs) participated in the study. CWPT was associated with increases in the individual test scores of the students with behavioral disorders and with significant increases in the average test scores for the groups of highest, middle, and lowest achieving Ss. The Ss and the classroom teacher suggested continuing this program. Procedures were discussed for reducing the implementation costs of CWPT in high school settings.

69. **Bello, G. A. (1989). Counseling handicapped students: A cognitive approach. School Counselor, 36(4), 298-304.**
Details specific strategies for improving counselor effectiveness with handicapped students, including the development of cognitive instructional goals and strategies, cognitive counseling goals and interventions, and a structured group-counseling approach. Techniques for challenging irrational beliefs, teaching problem-solving strategies, and promoting successful mainstreaming are provided.

70. **Beltempo, J., & Achille, P. A. (1990). The effect of special class placement on the self-concept of children with learning disabilities. Child Study Journal, 20(2), 81-103.**
Examines ramifications of special class placement on the self-concept of learning-disabled children. Results reveal a strong link between learning disabilities and low self-concept. Three kinds of effects of special class placement on self-concept and certain sex differences are indicated.

71. **Bender, W. N. (1985). The case against mainstreaming: Empirical support for the political backlash. Education, 105(3), 279-287.**
Discusses the validity of criticisms of handicapped mainstreaming in public schools with regard to negative teacher and peer attitudes, increased demands of the handicapped children on teacher instructional time, the possibility of negative imitation, and the possibility of a less constructive classroom environment. Interventions for the 1st 3 problems are presented.

72. **Bender, W. N. (1987). Correlates of classroom behavior problems among learning disabled and nondisabled children in mainstream classes. Learning Disability Quarterly, 10(4), 317-324.**
Identified predictors of behavior problems among learning disabled (LD) and non-learning disabled (NLD) children. The correlates of classroom behavior for groups of 40 LD and 40 NLD 3rd-6th graders were identified from among various personality indicators, including self-concept, temperament, and the locus of control. Only 10 of 66 correlations for the LD groups were significant; 30

correlations were significant for the NLD group. One personality variable--Reactivity--predicted total problem behavior for the LD group. For the NLD group, a 2-variable model, including Reactivity and Social Flexibility, predicted variance in total problem behavior.

73. **Bender, W. N. (1985). Differential diagnoses based on the task-related behavior of learning disabled and low-achieving adolescents. *Learning Disability Quarterly*, *8*(4), 261-266.**
Compared observations of 18 learning disabled ((LD) as determined by scores on the Peabody Individual Achievement Test and the WISC-R) and 18 low-achieving high school students to identify differences that may lead to differential labeling and placement. Multiple measures were used, including observations of task-related behaviors and teacher ratings of specific low-frequency problem behaviors on the Walker Problem Behavior Identification Checklist. Observational results indicated that LD and low-achieving groups differed in total on-task behavior, with the low-achieving group demonstrating higher percentages of on-task behavior. Also, the LD group engaged in more passive off-task behavior. Teacher ratings of specific problems behaviors showed no group differences, although some LD Ss tended to demonstrate disturbed peer relationships. Noted behavioral differences were interpreted as leading to application of the LD label.

74. **Bender, W. N. (1987). Effective educational practices in the mainstream setting: Recommended model for evaluation of mainstream teacher classes. *Journal of Special Education*, *20*(4), 475-487.**
Presents a model of evaluation for use in mainstream settings, outlining its rationale and current evaluation practices (e.g., student outcomes, teacher attitude, readiness, teaching practices). The proposed model has 6 components; beginning teacher evaluation, administrative placement committee, mainstream class postyear follow-up, appropriate mainstream class, evaluation of children, and 5-yr evaluation. Components are explained in terms of the evaluation team, the teacher evaluation phase, and the student evaluation phase.

75. **Bender, W. N. (1989). Generalization and setting specificity of behavioral deficits among learning disabled students. *Learning Disabilities Research*, *4*(2), 96-100.**
Resource teachers' and regular teachers' ratings for 32 elementary-level learning-disabled (LD) students were compared to identify teachability characteristics and behaviors. Though the two groups of teachers did not note differences in problem behaviors of the same LD child in different settings, differences in cognitive/motivational and personal/social behavior were noted.

76. **Bender, W. N. (1986). Instructional grouping and individualization for mainstreamed learning disabled children and adolescents. *Child Study Journal*, *16*(3), 207-215.**
Compared instructional group settings within the mainstream class for 45 learning disabled (LD) and 45 non-LD students in Grades 3 and 6 and high school to document differential instructional settings used for mainstream children. Results indicate that LD Ss received more individualized instruction than non-LD Ss. No group difference was demonstrated for lecture/presentation or seatwork settings, although the lecture/presentation format was used significantly more frequently

with high schoolers than 6th graders. Findings are discussed in terms of the need to train teachers to individualize instruction for mainstreamed students and suggestions for further research on instructional grouping.

77. **Bender, W. N. (1987). Learning characteristics suggestive of teaching strategies in secondary mainstream classes. High School Journal, 70(4), 217-223.**
Argues that the literature on mainstreaming has not adequately described the characteristics of learning disabled, behaviorally disordered, and educable mentally impaired adolescents. Teachers must have an understanding of the specific characteristics of these mildly handicapped populations in order to effectively teach them. The following learning characteristics of the mildly handicapped are discussed: intelligence, achievement, memory, selective attention, on-task behavior, self-concept, and locus of control. Peer and teacher relationships with mildly handicapped students are described to identify teaching strategies appropriate for the secondary mainstream class.

78. **Bender, W. N. (1988). The other side of placement decisions: Assessment of the mainstream learning environment. Remedial and Special Education (RASE), 9(5), 28-33.**
Explores the recommendation for assessment of mainstream learning environments to facilitate placement of mildly and moderately handicapped students. A 6-point rationale for such assessment is presented, and 3 types of indicators for learning environment assessments are described. These include indication of substantive modifications, more typical modifications, and curriculum anomalies in the local setting. Recommendations concerning who should conduct assessments (e.g., administrators, educational placement teams) are presented, and suggestions for research in this area are offered.

79. **Bender, W. N. (1985). Strategies for helping the mainstreamed student in secondary social studies classes. Social Studies, 6(6), 269-271.**
Classroom-tested strategies for implementing mainstreaming in the secondary social studies classroom are described. These included textbook and lecture strategies; discussion, role-play, and debate strategies; and map, globe, and art projects.

80. **Bender, W. N. (1986). Teachability and personality of learning disabled children: Prediction of teachers' perceptions from personality variables. Learning Disabilities Research, 2(1), 4-9.**
Regular class (grades 3-6) teachers' (N=29) perceptions of the teachability of learning disabled students mainstreamed in their classes were assessed. Although neither student IQ nor achievement predicted teachers' perceptions, the student personality variables of self-concept and locus of control did predict variance in perceived teachability.

81. **Bender, W. N., & Evans, N. (1989). Mainstream and special class strategies for managing behaviorally disordered students in secondary classes. High School Journal, 72(2), 89-96.**
Discusses the use of behavioral self-monitoring, relaxation training, class meetings, and life space interviewing to help mainstream behaviorally disordered students. It is argued that these strategies must now be included in the training of all secondary special education and mainstream teachers.

82. **Bender, W. N., & Golden, L. B. (1988). Adaptive behavior of learning disabled and non-learning disabled children. Learning Disability Quarterly, 11(1), 55-61.**
    Compared the adaptive behavior, problem behavior, and self-perception of behavior of 54 learning-disabled (LD) 3rd-6th graders and 54 non-LD students to reveal the differences mainstream teachers perceived between the 2 groups. Results of a multivariate analysis of variance (MANOVA) indicated that the groups were different in each subscale of adaptive behavior, including social coping, relationships, pragmatics, and production. Analysis of problem behaviors indicated that LD Ss exhibited more acting out, distractibility, and disturbed peer relationships than non-LD Ss. Recommended use of adaptive-behavior measures for identification and the need to prepare mainstream teachers to deal with maladaptive behaviors in the classroom are noted.

83. **Bender, W. N., & Golden, L. B. (1989). Prediction of adaptive behavior of learning disabled students in self-contained and resource classes. Learning Disabilities Research, 5(1), 45-50.**
    Investigated the correlates of adaptive behavior in 91 learning disabled (LD) students classified as perceptually or neurologically impaired. 56 of the Ss were mainstreamed, and 35 were in self-contained classes for LDs. Correlations showed that problem behavior and self-concept were related to adaptive behavior subscales. Results of a multiple regression procedure showed that problem behavior explained 42% of the variance in adaptive behavior for the mainstreamed group. Self-concept explained 41% of the variance in adaptive behavior for the self-contained group.

84. **Bender, W. N., & Ukeje, I. C. (1989). Instructional strategies in mainstream classrooms: Prediction of the strategies teachers select. Remedial and Special Education (RASE), 10(2), 23-30.**
    Fifty mainstream teachers in grades 3-12 were surveyed concerning their experience and educational background, their attitudes toward teaching effectiveness, and their mainstream classes. Both teacher attitudes toward personal teaching efficacy and class size predicted variance in the teachers' selection of educational strategies for their mainstreamed classes.

85. **Bennett, A. (1985). Meeting the integration needs of partially hearing unit pupils: A discussion paper. AEP Association of Educational Psychologists Journal, 6(5, Pt 2, Suppl), 11-15.**
    Outlines the psychological factors related to the integration of students taught in partially hearing units (PHUs) into regular classrooms, discusses the complexities of teaching a hearing-impaired child in an ordinary class, and considers the staffing of PHUs and other implications for teaching hearing-impaired students in light of recent legislation such as the Education Act, 1981.

86. **Berge, N. B., & Berge, Z. L. (1988). Integration of disabled students into regular classrooms in the United States and in Victoria, Australia. Exceptional Child, 35(2), 107-117.**
    Compares beliefs and values in the educational systems of the US and Victoria, Australia, as they relate to the education of students with disabilities. It is noted that the beliefs underlying each system lead to different educational aims with regard to disabled students. The aim of the Victorian system is the integration of both nonimpaired and impaired students into regular classrooms, whereas the aim

of the US system is the placement of disabled students in the "least restrictive environment." The ways in which these different guiding principles mediate practice and the implementation of policy in each system are discussed.

87. **Berkay, P. J. (1990). Making adult education accessible to the deaf: A model of direct instructor communication in ASL. American Annals of the Deaf, 135(5), 396-401.**
A model of direct communication in American Sign Language is presented for application in mainstreamed adult education courses. Comparisons of 12 hearing and 11 deaf students enrolled in a mainstreamed word processing class using the suggested client-centered, individual instruction format with limited lecture time showed no significant differences in performance, attendance, or drop rate.

88. **Berra, M. (1989). Integration and its implications for teacher preparation. B.C. Journal of Special Education, 13(1), 55-65.**
Evidence that Canadian teachers are not adequately prepared for the integration of exceptional students into regular classrooms is reviewed and two proposals for teacher education reform are compared, special education courses are included in regular teacher education programs and the other in which regular and special education are merged.

89. **Berryman, J. D. (1988). Attitudes toward mainstreaming scale: Factorial validity for a lay population. Educational and Psychological Measurement, 48(1), 231-236.**
Evaluated the factorial validity of the Attitudes Toward Mainstreaming Scale (ATMS) for 404 lay adults. A principal components factoring procedure identified 4 factors: Classroom Functioning, Learning Capability I, Learning Capability II, and General Mainstreaming. Findings indicate greater attitude consistency in this public sample than in studies of pre- and in-service populations. Results support the use of the ATMS in measuring general public attitudes toward mainstreaming.

90. **Berryman, J. D. (1989). Attitudes of the public toward educational mainstreaming. Remedial and Special Education (RASE), 10(4), 44-49.**
Administered the Attitudes Toward Mainstreaming Scale to 377 adults (aged 20-65+ yrs) to assess the degree of public acceptance of mainstreaming (MS) and to identify differences in acceptance based on demographic variables. Results showed positive attitudes on factors dealing with the general concept of MS and the MS of handicapped students with normal potential for learning. Less favorable attitudes were expressed toward mainstreamed students likely to have difficulty functioning in a general classroom setting. Attitudinal differences emerged for race, age, and child in school, but not for gender.

91. **Best, R. (1987). Pupil perspectives on remedial education: An empirical comment. International Journal of Adolescence and Youth, 1(1), 69-97.**
Describes pupil perspectives on remedial education in 2 UK schools where 27 13-16 yr olds were interviewed in groups about attitudes toward ability, learning difficulties, remedial teachers, and the curriculum. The simplistic view of the growth of anti-school values was criticized, but a "no-win" syndrome was found

to operate in the web of attitudes adopted toward clients of remedial departments. It is suggested that greater integration of support within mainstream lessons may offer advantages.

92. **Beukelman, D. R., Jones, R. S., & Rowan, M. (1989). Frequency of word usage by nondisabled peers in integrated preschool classrooms. Augmentative and Alternative Communication, 5(4), 243-248.**
Studied the vocabulary use patterns of 6 nondisabled children (aged 3 yrs 8 mo to 4 yrs 9 mo) in integrated preschool classrooms to identify a core list of vocabulary words to be used in augmentative and alternative communication systems for nonspeaking preschoolers. Language samples that ranged from 2 to 7 hrs in length were recorded. Samples were analyzed to determine frequency of word occurrence, number of total words, number of different words, and the consistency (commonality) with which individual words were produced by the Ss. The commonality of use data revealed greater consistency of vocabulary use across Ss for frequently occurring words. This consistency of use allows assumptions on which vocabulary selection for augmentative conversational systems and writing systems are based.

93. **Bickel, D. D., and others. (1991). Chronological age and entrance to first grade: Effects on elementary school success. Early Childhood Research Quarterly, 6(2), 105-117.**
Examined the effects of age at entrance to first grade on success in elementary school, using a set of demographic, social, and early experience variables as covariates. Concluded that entrance age was a far less powerful predictor of academic achievement than were socioeconomic factors.

94. **Biggs-Berge, N., & Berge, Z. L. (1988). Integration of disabled students into regular classrooms in the United States and in Victoria, Australia. Exceptional Child, 35(2), 107-117.**
The aim of the educational system in Victoria, Australia, is the integration of all students, both disabled and nondisabled, into regular classrooms, while the United States' aim is placement in the least restrictive environment. These different guiding principles create differences in policy implementation and educational practices.

95. **Biklen, D. P. (1985). Mainstreaming: From compliance to quality. Journal of Learning Disabilities, 18(1), 58-61.**
Discusses a 4-yr study conducted by the present author and colleagues at Syracuse University of 25 in-depth case studies of mainstreaming programs and 20 site reviews of integrated school programs for severely disabled students. Common concerns that were raised included the myth of the "super teacher." The notion that all a student needs is a good teacher is false, and the idea that a great or even merely good teacher can somehow provide a quality education in any setting--in a bad or a good school--is also untrue. Those conditions that make teacher productivity and excellence possible include such factors as schoolwide planning for integration; parent involvement; problem solving related to new initiatives such as mainstreaming; systematic schoolwide policies concerning student behavior; and active means of measuring student, class, and school progress. Research also suggests that, instead of providing mainstreaming training to all their teachers, school districts may begin integration efforts by

providing training to those teachers who have previously expressed a willingness to engage in new forms of education. The importance of structuring integration is discussed, and some strategies that schools have found useful in promoting integration are described.

96. **Biklen, D., & Zollers, N. (1986). The focus of advocacy in the LD field. Journal of Learning Disabilities, 19(10), 579-586.**
Current advocacy efforts in learning disabilities (LD) are critiqued and alternatives to traditional special education such as implementing the effective schools research are reviewed. Five objectives of an advocacy blueprint for a pluralist school include increasing public awareness of the LD experience and making integration the centerpiece of LD advocacy.

97. **Bishop, V. E. (1986). Identifying the components of success in mainstreaming. Journal of Visual Impairment and Blindness, 80, 939-946.**
This author describes an investigation into the characteristics of success in mainstreaming students with visual handicaps. The study collected opinions from the teachers of students with visual handicaps, parents of students with visual handicaps, regular classroom teachers, school principals, and students or former students with visual handicaps. Among the most important factors in successful mainstreaming were a flexible teacher, peer acceptance and interaction, social skills, academic achievement, positive self-image, independence, family acceptance, inner motivation, available support personnel, and adequate supplies and equipment.

98. **Blackman, H. P. (1989). Special education placement: Is it what you know or where you live? Exceptional Children, 55(5), 459-462.**
Comments that L. C. Danielson and G. T. Bellamy's (see PA, Vol 76:20584) article on federal data on segregated placement of students with disabilities highlights the failings in many situations to live up to the intent of Public Law 94-142. The need to eliminate geographic and funding restrictions to placement of students with disabilities in the least restrictive environment is stressed.

99. **Blandy, D. (1989). Ecological and normalizing approaches to disabled students and art education. Art Education, 42(3), 7-11.**
Advocates ecological and normalizing approaches for teaching art to disabled students. Argues against a medical model by stressing that art education should not be designed to compensate for the behaviors and characteristics of a diagnosed disability. Refers to several programs which are based on these beliefs.

100. **Blankenship, M. E., and others. (1989). Folk and fairy tales for the learning disabled: Tips for enhancing understanding and enjoyment. School Library Media Quarterly, 17(4), 200-205.**
Describes some academic and social behaviors typical of learning disabled students and suggests ideas for developing and modifying lessons appropriate to students' needs. The characteristics of folk and fairy tales that offer valuable literary opportunities for learning disabled students are discussed and methods for helping students deal with the material are presented. (eight references).

101. **Blatt, B. (1985). Friendly letters on the correspondence of Helen Keller, Anne Sullivan, and Alexander Graham Bell. Exceptional Children, 51(5), 405-409.**
Reviews some of the correspondence between Helen Keller, Anne Sullivan, and Alexander Graham Bell concerning Keller's early education and her involvement in social issues, Bell's support of her efforts, and Bell's conception of the principles of mainstreaming and normalization. These letters illustrate not only the importance of great teachers and advocates in promoting the conditions of the handicapped but also the ways in which the handicapped can illuminate the conditions of a selfish society.

102. **Blythman, M., & Warren, M. B. (1989). A mainstream support system that works: Scotland's system of learning support. Pointer, 33(4), 27-32.**
The paper describes Scotland's development of a delivery system for mainstreaming special needs students, the "Learning Support System." The system redefined the role of remedial teachers to focus on: cooperative teaching, consultancy, student support, and direct instruction for pupils with marked difficulties. Results of field-based interviews on program effectiveness are included.

103. **Bochner, S., & Pieterse, M. (1989). Preschool directors' attitudes towards the integration of children with disabilities into regular preschools. International Journal of Disability, Development and Education, 36(2), 133-150.**
Examined the attitudes of 591 preschool directors in New South Wales toward the integration of children with disabilities. Ss were most positive about children with mild impairments, for whom they felt they had appropriate training and resources, and least positive about children who required additional help that was outside regular duties. Skills required by teachers and directors involved in integration included general competence; knowledge of specialized techniques; and an ability to work with therapists, special advisors, and other support staff. Directors who had postgraduate qualifications and those from community preschools were more positive about integration than other groups. Integration appeared most likely to be successful if children were placed in facilities where staff were positive and felt they had the necessary skills.

104. **Bogin, J. (1991). The Sunrise Children's Center: Including children with disabilities in integrated care programs. Children Today, 20(2), 13-16.**
Describes the educational philosophy and practices of the Sunrise Children's Center in Amherst, New Hampshire, which serves all children, both disabled and nondisabled, from the ages of two to six yrs. The description of the program is highlighted with stories of children in the center.

105. **Bohlin, J. K. (1989). Launching Kevin into the mainstream. Exceptional Parent, 19(6), 30-33.**
A mother describes the decision-making and the process involved in mainstreaming her 5-yr-old hearing-impaired son into a mainstream kindergarten program. The parents considered input from other parents and the need to achieve true social integration in the mainstream setting.

106. **Boiteux, D. (1985). It's a long way to second base: Reflections on mainstreaming. Exceptional Parent, 15(7), 40-43.**
The author describes his experiences as the only physically disabled child in his elementary school and later as one disabled student among many in a special school.

107. **Bookbinder, G. (1986). Professionals--and wrong predictions. British Journal of Special Education, 13(1), 6-7.**
A case in which professionals underestimated the ability of a Down's Syndrome child to function with his peers in a mainstreamed setting suggests that educators should be willing to listen to parents and others with differing opinions.

108. **Booth, T. (1985). The progress of integration. Educational and Child Psychology, 2(3), 39-45.**
Discusses the status and problems of integration in education of disabled children, which involves the ending of segregation and the enhancement of comprehensive, community education across the age range. The advancement of the interests of disabled children, who must deal with the stigma of intellectual incompetence, is emphasized. It is contended that special schools, particularly for those with moderate learning difficulties, maladjustment, or disruptive behaviors contribute to the legitimation of social stratification by social class and social competence. Implications for mainstreaming curricula and school policies are presented.

109. **Bowman, I. (1986). Teacher training and the integration of handicapped pupils: Some findings from a fourteen nation UNESCO study. European Journal of Special Needs Education, 1(1), 29-38.**
A study of fourteen countries in UNESCO's five regions looked at teacher training for mainstream education, teacher education and curricula for special education, and teacher attitudes toward mainstreaming. Results are presented and conclusions about similarities and differences are drawn.

110. **Boxer, M. (1990). Learners with special needs. Tutor awareness. Adults Learning (England), 1(10), 274-277.**
Five surveys investigated the level of integration of special needs adult students based on tutor awareness in Northamptonshire, England. Also assessed was the welcome students receive in classes, based on teacher and student attitudes.

111. **Boyd, S. J. (1988). Full integration-full support: An interim report. ACEHI Journal, 14(1), 33-40.**
Four students of the Atlantic Provinces Resource Centre for the Hearing Handicapped were chosen for total integration in a university preparatory high school program at Amherst Regional High School (Amherst, Nova Scotia). Described are project goals, the role of interpreters/tutors, students' courses and academic performance, and the project's success.

112. **Braaten, S., and others. (1988). The regular education initiative: Patent medicine for behavioral disorders. Exceptional Children, 55(1), 21-27.**
Implications of the regular education initiative for behaviorally disordered students are examined in the context of integration and right to treatment. These

students are underserved, often cannot be appropriately served in regular classrooms, are not welcomed by most regular classroom teachers, and have treatment rights the initiative does not meet.

113. **Brackett, D. B., & Maxon, A. B. (1986). Service delivery alternatives for the mainstreamed hearing-impaired child. Language, Speech, and Hearing Services in Schools, 17(2), 115-125.**
Administered the Peabody Picture Vocabulary Test (PPVT) to 162 hearing-impaired 6-17 yr olds in public schools and obtained other demographic and correlational data. A discussion of these data and case histories of 3 Ss are used to describe a set of appropriate service delivery options that may be used by direct service personnel. These include daily preview/review tutoring and speech-language remediation. In-service teacher training is recommended. A list of services for public school hearing-impaired children is appended.

114. **Brady, M. P., and others. (1989). Differential measures of teachers' questioning in mainstreamed classes: Individual and classwide patterns. Journal of Research and Development in Education, 23(1), 10-17.**
Results are reported from a study of 42 middle-school social studies teachers which compared 2 approaches to measuring teachers' questions. The approaches focused on either teacher-to-group interactions or teacher-to-individual student interactions. Teacher questioning patterns were identified, and implications of these patterns on mainstreamed and general education students were discussed.

115. **Brady, M. P., Swank, P. R., Taylor, R. D., & Freiberg, H. J. (1988). Teacher-student interactions in middle school mainstreamed classes: Differences with special and regular education students. Journal of Educational Research, 81(6),332-340.**
Examined effects of a teacher effectiveness training (TET) package on regular education teachers' interactions with mainstreamed and regular education students. 14 of 40 teacher volunteers received a 6-session intervention emphasizing key variables from teacher effectiveness and special education literature. Results indicate significant differences between experimental and control Ss on a pre- and post-contrast as well as on a follow-up (maintenance) contrast. Experimental Ss increased their use of academic questioning following TET, whereas a decline in questioning was seen in the controls.

116. **Brady, M. P., & Taylor, R. D. (1989). Instructional consequences in mainstreamed middle school classes: Reinforcement and corrections. Remedial and Special Education (RASE), 10(2), 31-36.**
Twenty-six middle-school social studies teachers were observed throughout the school year to assess their use of reinforcement and corrections with mainstreamed, low-ability, and mixed-ability students. Time-of-year effects showed a midyear deceleration of corrections in all groups and were elevated at the beginning and end of the year. Across all points in time, both mainstreamed and low-ability students received the greatest amounts of instructional consequences. Results are discussed in terms of the growing body of literature on effective teaching practices and their applicability for mildly handicapped students in mainstreamed classes.

117. **Brain, C. A. (1987). The school-based team: A model for development and maintenance. B.C. Journal of Special Education, 11(4), 369-377.**
An elementary school-based team (SBT) problem-solving model is described. Intended to provide recommendations for initial screening, assessment, and instructional alternatives for students with learning problems in mainstreamed settings, the SBT is discussed in terms of benefits, potential problems, developmental sequence, functional processes, and optimal conditions for effective functioning.

118. **Branson, J., Miller, D., & Branson, K. (1988). An obstacle race: A case study of a child's schooling in Australia and England. Disability, Handicap and Society, 3(2), 101-118.**
Describes the progress of a girl with cerebral palsy and hearing impairment through the education systems in Australia and England. The prejudices of society and science are revealed through her struggle. The S attained a degree of success in learning, despite the obstacles presented by the system.

119. **Brantlinger, E. A., & Guskin, S. L. (1985). Implications of social and cultural differences for special education with specific recommendations. Focus on Exceptional Children, 18(1), 1-12.**
Asserting that inclusion of diverse children in schools is desirable, the article presents recommendations for instruction of heterogeneous groups. Suggestions center around such topics as class size, individualized instruction, multidimensional classrooms, student self-management, opportunities to respond and learn, a positive and accepting climate, acceptance of the child's language, and handicap awareness.

120. **Brauer, J. Z. (1989). Empowering Hispanics in the mainstream: Building a curriculum unit on immigration and Central America. Equity and Choice, 6(1), 42-48.**
Describes a six-week curriculum unit to assist Hispanic immigrant students entering mainstream urban elementary classrooms. Emphasizes interviewing activities that "empower" the new student and heterogeneous group activities that break down prejudice among the mainstream students.

121. **Breen, C. G., & Haring, T. G. (1991). Effects of contextual competence on social initiations. Journal of Applied Behavior Analysis, 24(2), 337-347.**
The interactions of three dyads, consisting of one student with moderate mental retardation and one nondisabled peer, were assessed while playing computer games. Results indicated that students (ages 13-14) exhibited more frequent social initiations, higher degrees of game satisfaction, and equal/higher degrees of peer satisfaction while playing trained games compared to untrained games.

122. **Brennan, A. D. H., & Brennan, R. J. (1988). The principal, ethics, and special education decisions. NASSP Bulletin, 72(512), 16-19.**
To maintain "marginality" when attempting to implement PL 142 (The Education for All Handicapped Children Act), a principal must understand the demands, goals, needs, and motivations of all concerned. Mainstreaming and other special education decisions made by principals need to be guided by situational ethics. Includes five references.

123. **Brennock, T. M., and others. (1989). A high school behavior disorder program focused on mainstreaming. Pointer, 33(3), 27-31.**
The Oak Park and River Forest High School (Oak Park, Illinois) Behavior Disorder Program Continuum has attempted mainstreaming of behavior-disordered students in a systematic, gradual manner. This paper describes the program, defines the role of support personnel and the unique role of the mainstream facilitator, and presents mainstreaming outcome data.

124. **Brewer, N., & Smith, J. M. (1989). Social acceptance of mentally retarded children in regular schools in relation to years mainstreamed. Psychological Reports, 64(2), 375-380.**
Examined whether longer periods of mainstreaming (integration into regular classrooms) positively influenced social status in 11 6-12 yr old mentally retarded (MR) children who had been mainstreamed <3 yrs, 9 9-13 yr old MR children who had been mainstreamed >3 yrs, and 204 8-11 yr old nonretarded peers. Results of a sociometric questionnaire show that social acceptance of MR Ss was low compared with their nonretarded peers. In addition, MR Ss' social acceptance ratings remained at similar low levels even after lengthy mainstreaming.

125. **Briggs-Ayres, C. (1988). Integration: A parent's perspective. Exceptional Parent, 18(6), 22-25.**
A mother records her and her mentally retarded son's feelings surrounding his integration into a mainstreamed kindergarten class. Described are parent-teacher conferences, teachers' efforts to meet the boy's special needs, and his academic and social success. The mother concludes that integration does not deny disability, but does acknowledge personhood.

126. **Brill, R. G., MacNeil, B., & Newman, L. R. (1986). Framework for appropriate programs for deaf children: Conference of educational administrators serving the deaf. American Annals of the Deaf, 131(2), 65-77.**
Specifies the standards necessary for personnel and school programs to accept as appropriate for providing assessment and education for hearing-impaired children. Topics covered include the basis for special education in the US, the position of the Conference of Educational Administrators for the Deaf, the development of educational programs for the deaf and the pressures for local programs, the qualifications of professional personnel serving the hearing-impaired, and criteria for integration.

127. **Brisenden, S. (1990). Disability Culture. Adults Learning (England), 2(1), 13-14.**
A disabled person speaks about the culture of disability and the threat that this concept makes to the world of "normality." He stresses the need to recognize the inherent value of disabled people as persons and the importance of enabling the disability culture to be one of the many strands in a multicultural society.

128. **Broadhead, G. D. (1985). Placement of mildly handicapped children in mainstream physical education. Adapted Physical Activity Quarterly, 2(4), 307-313.**
Describes issues that should be considered when placing mildly handicapped children with their nonhandicapped peers for physical education and contrasts 2 approaches that seek to produce effective mainstreaming. It is suggested that mainstreaming policies and procedures that do not take account of conditions in disparate local school settings may be unlikely to match the unique needs of each handicapped child. An alternate way to ensure effective mainstreaming is discussed.

129. **Brophy, K., & Hancock, S. (1985). Adult-child interaction in an integrated preschool programme: Implications for teacher training. Early Child Development and Care, 22(4), 275-294.**
Investigated student teacher interactions during videotapes of free play periods with disabled and normal preschoolers enrolled in two preschool programs. Findings suggest that teacher education programs could help adults to overcome stereotypic actions toward special needs children.

130. **Brophy, K., & Hancock, S. (1988). The role of the teacher in facilitating social integration. Early Child Development and Care, 39, 109-122.**
Reviews research on social integration of special needs children into regular preschool programs. Techniques used to facilitate integration are reassessed. Suggestions for teacher promotion of social integration are provided.

131. **Brown, A. (1987). The integration of children with movement problems into the mainstream games curriculum. British Journal of Physical Education, 18(5), 230-232.**
A British physical education consultant discusses principles of integrating children with movement problems into the mainstream physical education curriculum, stressing teacher attitude, maintenance of individual records, individualized teaching, support personnel, peer teaching, and selection of activities.

132. **Brown, P. M., & Foster, S. B. (1991). Integrating hearing and deaf students on a college campus: Successes and barriers as perceived by hearing students. American Annals of the Deaf, 136(1), 21-27.**
Thirty hearing college students were interviewed to assess their perceptions of deaf students as classmates and influences of these perceptions on campus integration efforts. Hearing students felt that deaf students had similar academic competencies but were less competent socially. Full integration, especially social integration, did not occur.

133. **Brown, W. (1986). Handicapped students as peer tutors. Academic Therapy, 22(1), 75-79.**
Reviews several articles involving handicapped students in peer tutoring programs to show that the peer tutoring format can be a successful technique to combine handicapped and nonhandicapped learners in a way that can decrease prejudice toward the handicapped learner. Findings support the use of students

with disabilities as tutors in a peer tutoring program. Benefits are realized by both tutor and tutee, which makes this technique extremely applicable to mainstreaming strategies.

134. **Brown, W. (1987). Rainbow connection instructional guide. Techniques, 3(4), 257-259.**
The review of the "Rainbow Connection Instructional Guide" stresses the guide's purpose in assisting the developing of model transitional services for preschool handicapped students moving into less restrictive educational environments. Noted is the guide's attention to preparation of parents, roles of training and collaboration, and interdisciplinary issues.

135. **Bruininks, R. H. (1990). There is more than a zip code to changes in services. American Journal on Mental Retardation, 95(1), 13-15.**
This article comments on a paper calling for reduced preoccupation with the physical settings used for interventions with mentally retarded individuals. It recommends the application of normalization to both: (1) the social-psychological dimensions of environments and (2) the physical characteristics and strategies of service programs.

136. **Bryan, T., Bay, M., & Donahue, M. (1988). Implications of the learning disabilities definition for the regular education initiative. Journal of Learning Disabilities, 21(1), 23-28.**
A review of the implications of definitions of learning disabilities for the Regular Education Initiative (REI (Council for Exceptional Children, 1987)) reveals that each definition includes reference to minimal brain dysfunction and assumes that children so labeled would show heterogeneous problems. An empirical database that is being established shows that learning disabled persons differ from normally achieving individuals on brain-related information processes delineated in the definition (e.g., working memory, learning complex rules systems, metacognition). It is proposed that this heterogeneity (i.e., "developmental imbalances, intraindividual gaps") makes it unlikely that classroom modifications alone, regardless of a teacher's pedagogical skill, will suffice to meet the complex needs of this population of children.

137. **Buchanan, P. S., & Scobie, R. P. (1988). Confrontation and adaptation. Academic Therapy, 23(3), 315-322.**
A program was developed for a 14-year-old learning disabled student with severe discipline and absenteeism problems who was enrolled in a rural elementary school. He successfully earned points toward rewards for appropriate behavior while working in the mainstream classes, in the resource room, with younger children, and in the office.

138. **Buckland, M., & Croll, P. (1987). Classroom organisation and interactions of pupils with moderate learning difficulties in mainstream and special schools. European Journal of Special Needs Education, 2(2), 75-87.**
A study used systematic classroom observation to describe pupil behavior and pupil-teacher and pupil-peer interaction in four classrooms in schools for children with moderate learning disabilities. Results are compared with a previous study of mainstream elementary classrooms.

139. **Budgell, F. (1986). Drifting towards segregation. British Journal of Special Education, 13(3), 94-95.**
Information collected in Sheffield (England) showed that all preschool-age Down's syndrome children were integrated in mainstream educational settings, while 70 percent of the secondary students (ages 13-16) were placed in special schools. Reasons for the trend are explored, including the structure, organization, and curriculum of primary as compared to secondary schools.

140. **Bulgren, J., Schumaker, J. B., & Deshler, D. D. (1988). Effectiveness of a concept teaching routine in enhancing the performance of LD students in secondary-level mainstream classes. Learning Disability Quarterly, 11(1), 3-17.**
Evaluated the effectiveness of concept diagrams and a related concept teaching routine (CTR) used by regular class teachers to present concepts to 475 high-school students (32 learning disabled (LD)) in regular classrooms. Teachers' ability to prepare concept diagrams and to implement a CTR was measured. Students were evaluated relative to performance on tests of concept acquisition, regular classroom tests, and notetaking before and after CTR implementation. Results indicate that teachers selected concepts from content material, prepared concept diagrams from those concepts, and presented concepts to their classes. Both students with and without LDs showed gains in their performance on tests of concept acquisition and in notetaking when the CTR was used in the classroom. Gains in performance on regular tests were associated with the CTR combined with a review procedure.

141. **Bull, K. S. (1987). Beyond compulsory education for the mentally handicapped. Rural Special Education Quarterly, 8(2), 19-29.**
Presents a brief history of the retarded adult in society, looks at services presently available to retarded adults, and proposes an integrated rural transitional facility. Emphasizes the role that schools could play in developing training which would allow retarded adults to live and to work in the least restrictive environment.

142. **Bunch, G. (1987). Designing an integration rating guide. Volta Review, 89(1), 35-47.**
Reviews the need for dependable guidelines to help determine which hearing-impaired children can be successfully integrated into the mainstream and how much support is required from a teacher of the hearing impaired in each class. Literature on the topic is reviewed briefly, commonly mentioned variables are noted, and the differential importance of each variable is discussed. An integration rating guide taking into account past practice, information gleaned from the literature, and current professional opinion is suggested.

143. **Bunch, G. (1991). Full inclusion: Parent and educator objective for students with challenging needs. Special Issue: Integration. Developmental Disabilities Bulletin, 19(1), 80-101.**
A 3-yr field study examined a full inclusion education program, focusing on 8 students with challenging needs in classes ranging from early childhood education to Grade 5. Interviews were conducted with their parents, principals, and regular classroom teachers. Parents' objectives focused on development in the home and community. The initial focus of educators was social development in the classroom and the school. Agreement between parents and educators was seen more in the academic area than in the social area both at the beginning and end of

the study. Regular classroom teachers were the primary persons in control of the program. Considerable development in social areas over the 3 yrs was documented by changes in objectives. Individual academic progress was evident for every child.

144. **Burroughs, S. (1985). Supporting children with special educational needs: An exploration of teachers' and pupils' perspectives on peripatetic specialist support roles. Early Child Development and Care, 22(2-3), 147-180.**
Provides a detailed account of the role of the peripatetic remedial teacher as perceived by those in daily contact with her. Examines the role within an educational context to raise issues about developing the role to accommodate changing expectations resulting from the implementation of the 1981 Education Act (England), in respect to children with special education needs.

145. **Burstein, N. D. (1986). The effects of classroom organization on mainstreamed preschool children. Exceptional Children, 52(5), 425-434.**
Investigated the relationship between classroom organization and the experiences of 9 preschool handicapped (HC) children (aged 2.8-6 yrs) and 9 non-HC children (aged 2.1-5.3 yrs) in mainstreamed settings. Six HC Ss were developmentally delayed, 1 had Down's syndrome, 1 was cognitively and hearing-impaired, and 1 was autistic. Ss were observed in 3 settings that differed in grouping, supervision, and teacher direction: center time, rug time, and outdoor play. Findings indicate, as predicted, that HC Ss differed from non-HC Ss in their classroom experiences. HC Ss spent less time on-task, interacted more frequently with adults and less frequently with peers than did non-HC Ss. Futhermore, HC and non-HC Ss' experiences were differentially affected by the setting. HC Ss spent less time on-task in rug time than in center time while HC Ss' time on-task was similar in each setting. HC Ss' interaction with peers was similar in all settings while non-HC Ss interacted most frequently with peers in outdoor play.

146. **Buttram, J. L., & Kershner, K. M. (1988).** Special Education in American Cities: A Descriptive Study. Research for Better Schools, 444 North 3rd St., Philadelphia, PA.
This study examined the management, operation, and effectiveness of special education programs in 33 urban school districts from 1984-85 through 1986-87. Data were collected on special education students, facilities, budgets, pre-referral, referral, placement, exit from special education programs, program evaluation, vocational education, related services, special education complaints and hearings, mainstreaming, and student progress evaluation criteria. Findings are organized around six underlying themes: the stability of school district enrollments and funding for special education programs; the referral and subsequent placement of students in special education programs; the incidence of complaints and hearings; the impact of federal and state regulations on program evaluation; the integration of special and regular education programs; and policy and program recommentations. No major increasing trends were found in enrollment or expenditures over the years studied. Numbers of inappropriate referrals were reduced. Complaints and hearings were not a major problem in most areas, and most special education students were enrolled in buildings that also held regular

education classes. Recommendations based on these and other findings are offered. Eleven appendices describe the study's methodology and present raw data.

147. **Byrd, D. E. (1990). Peer tutoring with the learning disabled: A critical review. Journal of Educational Research, 84(2), 115-118.**
Three review articles, six essays, and nine empirical studies on peer tutoring were assessed. Mainstreamed or integrated classrooms were found to be ideal locations for peer tutoring, providing support for the integration process, positive effects on self-esteem and achievement, aid in classroom management, and a reinforcing system for learning.

148. **Byrnes, M. (1990). The regular education initiative debate: A view from the field. Exceptional Children, 56(4), 345-349.**
A local education agency administrator offers philosophical and practical perspectives on the issue of the regular education initiative. She stresses the importance of timing in implementation, concerns about service delivery and legal requirements, keeping all options open for each child, and keeping the debate open.

149. **Calculator, S. N., & Jorgensen, C. M. (1991). Integrating AAC instruction into regular education settings: Expounding on best practices. AAC Augmentative and Alternative Communication, 7(3), 204-214.**
Reviews the special communication needs of children with severe disabilities and elucidates practices that have been found to optimize these children's interaction skills in their natural settings. Implications for the content and delivery of augmentative and alternative communication (AAC) services are discussed relative to the present understanding of best practices for promoting communication skills in typical as well as severely disabled children. A table depicts examples of AAC objectives that are and are not consistent with an integrated therapy model (ITM). The ITM is viewed as providing the best chance for achieving functional outcomes.

150. **Calhoun, M. L. (1986). Interpreting report card grades in secondary schools: Perceptions of handicapped and nonhandicapped students. Diagnostique, 11(2), 117-124.**
Survey responses revealed that nonhandicapped students (N=26) more frequently felt that report card grades reflect amount learned and effort expended than did handicapped students (N=24). Interviews with special education students (N=10) and nonhandicapped peers (N=10) indicated acceptance of differentiated requirements for passing grades based on student ability.

151. **Calhoun, S. E. (1986). Are our future teachers prepared for the stress that lies ahead? Clearing House, 60(4), 178-179.**
Presents teachers' and students' criticisms of teacher preparation programs at the University of Illinois, Northern Illinois University, and New Mexico State University and of student teaching in particular.

152. **Calkins, C. F., Dunn, W., & Kultgen, P. (1986). A comparison of preschool and elderly community integration/demonstration projects at the University of Missouri Institute for Human Development. Special issue: University affiliated facilities. Journal of the Association for Persons with Severe Handicaps, 11(4), 276-285.**
Describes 2 community integration projects at the University of Missouri-Kansas City Institute for Human Development that illustrate model development across the life span of persons with developmental disabilities. The preschool project is aimed at successfully mainstreaming handicapped preschoolers with their nonhandicapped peers through the use of trained volunteers. The elderly project is directed at increasing community integration of the elderly with developmental disabilities by using nonhandicapped elderly volunteer companions. The goals, methods, preliminary results, strengths, and weaknesses of each project are described. Three common elements--use of trained volunteers, changes in knowledge and attitudes among nonhandicapped volunteers, and measured client outcomes--are discussed, and the costs and benefits of model development as a part of human services are reviewed.

153. **Campbell, N. J., Dobson, J. E., & Bost, J. M. (1985). Educator perceptions of behavior problems of mainstreamed students. Exceptional Children, 51(4), 298-303.**
Assessed the perceptions of 39 regular elementary school teachers, 31 secondary school teachers, 7 special education teachers, 5 school counselors, and 23 people holding various other positions in the schools (e.g., librarian, administrator) regarding the seriousness and recommended treatments for behavior problems of 6 hypothetical students who might be found in a mainstreamed classroom. Ss appeared to perceive student behavior problems as more serious when displayed by nonhandicapped or physically handicapped students than when displayed by mentally handicapped students. The same Ss recommended more behavioral treatments having an authoritarian orientation for nonhandicapped than for physically handicapped students. Results indicate that educators need to develop attitudes and skills necessary for behavior management in the mainstreamed school environment.

154. **Campbell, N. J., and others. (1985). Attitudes toward mentally handicapped persons: A reliability study. Elementary School Guidance and Counseling, 19(4), 285-290.**
Two levels of the Students' Attitudes Toward the Mentally Handicapped (SAMH) inventory were developed and administered to fourth and seventh graders (N=306). Results suggested that internal reliability estimates of responses on subscales and total scale were acceptable; the SAMH was useful in assessing student attitudes toward mentally handicapped persons.

155. **Cardinal, D. N. (1991). How to stay current with special education issues. NASSP Bulletin, 75(535), 71-77.**
Strategies for mainstreaming students with disabilities include consultation, community-based instruction, and vocational transition. Administrators can keep current by getting involved with local colleges and universities with special education training programs, subscribing to journals, contacting state special education directors, forming advisory groups, attending conferences, reading subject-specific materials, and using available services. (11 references).

156. **Carnine, D. (1991). Curricular interventions for teaching higher order thinking to all students: Introduction to the special series. Special section. Journal of Learning Disabilities, 24(5), 261-269.**
Introduces articles in a special series on curriculum that responds to the call for higher order thinking by explaining how curriculum can be designed for a full spectrum of students. The optimal way to organize curriculum to accommodate atypical learners may also be highly advantageous for teaching higher order thinking to general education students. How the curriculum can be organized around sameness analysis, a process that facilitates the integration of concepts, rules, strategies, schema, systems, heuristics, and algorithms, is emphasized. Although the series does not dwell on many essential aspects of reforms, the articles respond to the public's demands for the teaching of higher order thinking by arguing for higher academic expectations in the context of practical, empirically tested curriculum interventions.

157. **Carnine, D. W., & Kameenvi, E. J. (1990). The general education initiative and children with special needs: A false dilemma in the face of true problems. Journal of Learning Disabilities, 23(3), 141-144.**
The article examines the General Education Initiative of the Office of Special Education and Rehabilitative Services in light of (1) the failure of past major reform efforts to help students with learning problems, and (2) questionable assumptions about how such students learn. The expansion of special education support to other at-risk students is suggested.

158. **Carpenter, D. (1985). Grading handicapped pupils: Review and position statement. Remedial and Special Education (RASE), 6(4), 54-59.**
Discusses grading issues, philosophies, and implications and offers suggestions regarding grading mainstreamed handicapped pupils at the secondary level. A synthesis of the literature focuses on the wide range of viewpoints regarding optimal grading practices for regular-classroom students and for remedial and handicapped pupils. Obstacles to grade adjustment for handicapped students are reviewed. A position statement directly related to grading secondary mainstreamed handicapped pupils is presented in the form of recommendations (e.g., the school or system should adopt a reasonable policy concerning assigning grades to handicapped students, and frequent grading is superior to infrequent grading). It is concluded that in order to grade mainstreamed handicapped pupils fairly and without ambiguities, a fair and clear grading system for all students must be in operation.

159. **Carpenter, D., & Grantham, L. B. (1985). A statewide investigation of grading practices and opinions concerning mainstreamed handicapped pupils. Diagnostique, 11(1), 31-39.**
A survey of 588 North Carolina regular educators, special educators, principals, and directors of special education programs indicated that most educators grade mainstreamed handicapped students in a traditional report card format and affirmed the practice of ranking effort, attitude, level of ability, and participation higher in grading than overall performance.

160. **Cartledge, G., Frew, T., & Zaharias, J. (1985). Social skill needs of mainstreamed students: Peer and teacher perceptions. Learning Disability Quarterly, 8(2), 132-140.**
In Study 1, 450 4th and 5th graders viewed a videotape that featured children labeled as normal or learning disabled (LD) and responded to a questionnaire assessing their perceptions of the 2 children. Items related to academics, kindness, communication, friendship, and play behaviors. Only the responses to the kindness items favored the LD-labeled child. In Study 2, 14 teachers rated which of 136 social skills were most important for LD children's social integration into the regular classroom. Teacher ratings placed emphasis on task- and order-related behaviors. The discrepancy between the 2 groups' social skill focus is discussed. Implications for social skill instruction designed to facilitate handicapped students' integration into the regular classroom are also discussed.

161. **Caruso, D. R., & Hodapp, R. M. (1988). Perceptions of mental retardation and mental illness. American Journal on Mental Retardation, 93(2), 118-124.**
65 college undergraduates and laypeople were asked the degree to which they believed certain behaviors and characteristics are present in mentally retarded and mentally ill persons. Comparisons of responses showed that Ss clearly differentiated the concepts, although several areas overlapped. Mental retardation was characterized by physical stigmata and brain damage, developmental delays, and cognitive deficits; mental illness, by emotional lability due to environmental, hereditary, or mixed factors. Discussion focuses on how knowledge of people's perceptions of these disorders is essential for a more complete understanding of reactions to group homes, mainstreaming, and other normalized placements.

162. **Casey, W., Jones, D., Kugler, B., & Watkins, B. (1988). Integration of Down's Syndrome children in the primary school: A longitudinal study of cognitive development and academic attainments. British Journal of Educational Psychology, 58(3), 279-286.**
36 Down's syndrome children (aged 3 yrs 8 mo to 10 yrs), half of whom attended mainstream primary or nursery schools and half schools for children with moderate learning difficulties in the UK, were assessed over a 2-yr period. Baseline and 4 6-mo measurements were taken of their progress in expressive language, comprehension, numeracy, verbal fluency, drawing ability, and reading. Mental age was estimated at baseline and at the end of the 2 yrs. The mainstream Ss made significantly greater progress in Numeracy (as measured by the McCarthy Scales of Children's Abilities), Language Comprehension (as measured by the Reynell Developmental Language Scales), and Mental Age (as measured by the Stanford-Binet Intelligence Scale) and compared favorably on all other measures. Results suggest that Down's syndrome Ss whose ability levels were congruent with those of children with moderate learning difficulties were capable of having special education needs met in mainstream classrooms.

163. **Cassidy, J. W. (1990). Managing the mainstreamed classroom. Music Educators Journal, 76(8), 40-43.**
Addresses the fears teachers feel when confronted with special learners in a regular classroom. Outlines strategies for dealing with the management of mainstreamed children including techniques for lesson preparation, getting acquainted with the special needs of mainstreamed students, classroom activities, and lesson plan implementation.

164. **Cecchini, M., & McCleary, I. D. (1985). Preschool handicapped in Italy: A research-based developmental model. Journal of the Division for Early Childhood, 9(3), 254-265.**
Integration practices of handicapped children at preschool level and the service model for therapeutic and social assistance in Arezzo, Italy are examined. Case studies of three severely handicapped integrated preschoolers illustrate the model's functionings. Theory and research supporting the model are noted, as is continuing research through case studies and empirical investigations.

165. **Center, Y., & Ward, J. (1989). Attitudes of school psychologists toward the integration (mainstreaming) of children with disabilities. International Journal of Disability, Development and Education, 36(2), 117-131.**
Examined the attitudes of 261 primary and secondary school psychologists toward the mainstreaming of children with a wide range of disabilities. Ss appeared to have an optimistic perspective toward mainstreaming when compared with teachers and tended to group disability characteristics more in terms of traditional handicapping categories than with regard to the educational demands made on teachers. While children with learning and behavioral difficulties represented Ss' largest case load, they did not always feel they had the skills to assist this group and were even less confident about other categories of disability. Ss also saw their roles with regard to mainstreaming as consultative rather than interventionist and attached little importance to knowledge of classroom techniques to facilitate the mainstreaming of children with disabilities.

166. **Center, Y., & Ward, J. (1986). The Nowicki locus of control scales: An Australian study of normal and cerebral palsied school children. Exceptional Child, 33(3), 207-213.**
85 mildly handicapped cerebral palsied (CP) children (aged 6-16 yrs) integrated into regular school were measured on the Nowicki-Strickland Locus of Control Scale for Children and the Pre-school and Primary Internal-External Control Scale to test the hypothesis that physically disabled children with possible academic difficulties display a more external locus of control than their unimpaired peers. Mean grade values were obtained for all children in classes in which a handicapped child had been integrated. The instruments did not differentiate between mildly handicapped CP children integrated into regular schools and their nondisabled peers, nor did they significantly correlate with academic or social performance for the target group.

167. **Center, Y., Ward, J., Parmenter, T. R., & Nash, R. (1985). Principals' attitudes towards the integration of disabled children into regular schools. Exceptional Child, 32(3), 149-161.**
Surveyed 1,503 principals of Australian government and nongovernment schools to elicit attitudes toward the integration of individual disabled children into the regular school system and the support services currently provided. Analysis of Ss' ratings for each educational /behavioral disability specified indicated that they were positive only about integrating children who demand neither extra competencies nor extracurricular duties from the regular class teacher. Results also suggest that Ss were dissatisfied with the quality and quantity of support services routinely provided and seek resource personnel with the expertise to directly assist the regular teacher in the classroom.

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168. **Center, Y., & Ward, J. (1987). Teachers' attitudes towards the integration of disabled children into regular schools. Exceptional Child, 34(1), 41-56.**
2,219 regular and 332 resource/special education teachers from New South Wales, Australia, were surveyed to elicit their attitudes toward integration of individual disabled children. Results indicate teachers' lack of confidence both in their own instructional skills and in the quality of support personnel currently provided to them. They were positive about integrating only those children whose disabling characteristics were not likely to require extra instructional or management skills on the part of the teacher. Principals' attitudes as reported by the present authors (see PA, Vol 73:22882) in a previous study were consistently more positive than those expressed by teachers. Teacher attitudes toward the concept of mainstreaming and toward particular handicaps and differences related to type of school, teaching position, and experience are discussed.

169. **Center, Y., Ward, J., & Ferguson, C. (1991). Towards an index to evaluate the integration of children with disabilities into regular classes. Educational Psychology, 11(1), 77-95.**
An observational study of 112 children with disabilities integrated into regular primary and high school classes was undertaken over a period of 2 yrs to (1) assess the educational and social experiences of these students and (2) identify the characteristics of students, classrooms, and schools which promote effective integration. Academic, Social, and Total Integration indices were devised to provide an objective means of validating the quantitative data and furnish a data base for further longitudinal studies. Results indicate that such measures appear to be effective in discriminating between more and less effective placements and in identifying structured teaching techniques and appropriate resource support as the 2 characteristics most strongly associated with a successful mainstream placement.

170. **Chalfant, J. C., & Pysh, M. (1989). Teacher assistance teams: Five descriptive studies on 96 teams. Remedial and Special Education (RASE), 10(6), 49-58.**
In response to the establishment of school-based teacher support teams to assist teachers serving students with learning and behavior problems in the general classroom, this article summarizes data from 5 studies of 96 teams concerning team goals, team impact on student performance and special education referral, reactions of classroom teachers, and team effectiveness.

171. **Champie, J. (1986). PL 94-142 at age 10: Teachers. Toward a less restrictive "Least Restrictive Environment". Gallaudet Today, 6(2), 19-21.**
The author asserts that deaf students should have an unrestricted opportunity for learning on their own terms, a condition that may not be provided in a public high school. She suggests that the least restrictive environment should be evaluated according to academic, vocational, extracurricular, social, and family aspects.

172. **Chandler, H. N. (1985). The kids-in-between: Some solutions. Journal of Learning Disabilities, 18(6), 368.**
Discusses the problem of identifying and serving handicapped students and describes how a school system designed and implemented a program that teaches regular class teachers how to teach all students effectively. This collection of

techniques, dubbed the Parallel Alternate Curriculum (PAC), is concerned with how regular secondary teachers can better mainstream learning disabled and other nonstandard learners. The PAC reduces dropout rates, raises test scores, and produces improved styles of instruction.

173. **Chang, A., & Teramoto, R. (1987). Children with special needs in private daycare centers. Child and Youth Care Quarterly, 16(1), 60-67.**
Investigated daycare opportunities for handicapped children, using data from 26 private daycare centers enrolling 1,590 children (aged 3 mo-10 yrs). Results show that less than half of the centers enrolled children with special needs. Handicapped children represented 1% of the current enrollment. It is suggested that staff training and professional health consultation are needed if more children with special needs are to be mainstreamed in private daycare centers.

174. **Chapman, J. W. (1988). Special education in the least restrictive environment: Mainstreaming or maindumping? Australia and New Zealand Journal of Developmental Disabilities, 14(2), 123-134.**
The New Zealand Draft Review of Special Education (Department of Education, 1987) has provided a focal point for debate about the mainstreaming of students with special teaching needs. Mainstreaming has been adopted as policy on the grounds of social justice and equity. The author discusses psychological and educational outcomes of mainstreaming and suggests that the psychological and educational benefits of mainstreaming are by no means unequivocal. The placement of students with special needs into regular classrooms without changing the regular education system and without providing professional support services is seen as "maindumping." It is suggested that maindumping ought to be avoided by carefully developing specific educational and social goals for mainstreaming, and then ensuring that instructional and organizational changes are made in the mainstream to facilitate the educational normalization of students with special needs.

175. **Chassin, L. A., Stager, S. F., & Young, R. D. (1985). Self-labeling by educably mentally retarded high school students in their mainstream and special education classes. American Journal of Community Psychology, 13(4), 449-465.**
Examined whether mainstreaming would reduce negative labeling of educably mentally retarded (EMR) students. At the beginning and the end of the study semester, 59 EMR students and 330 nonhandicapped students from their mainstream classes (Grades 9-12) completed semantic differential ratings of a stereotypic popular teenager, juvenile delinquent, and special education student and completed a self-esteem scale. EMR Ss completed these measures in both their mainstream and their special education classes. Nonhandicapped Ss' negative perceptions of EMR students did not improve during the study. Within the mainstream class, the number of EMR Ss who saw themselves as similar to a special education student significantly increased over time. At the end of the study, EMR Ss were more likely to think of themselves as similar to a special education student in their mainstream class. However, EMR Ss' global self-concepts did not change.

176. **Chen, D., Hanline, M. F., & Friedman, C. T. (1989). From playgroup to preschool: Facilitating early integration experiences. *Child Care, Health and Development*, *15*(5), 283-295.**
Discusses community playground and preschool settings for nondisabled children as program options for infants and preschoolers with a variety of physical and mental impairments. These options provide age-appropriate integration experiences, which may result in benefits to parent and child, realistic developmental expectations, and a cultural expectation that social integration is a basic part of any child's education. Advantages to beginning integration before the age of 5 yrs are discussed, and the need for individualized services, ongoing staff training, support for parents, and program evaluation is emphasized.

177. **Chinapah, V. (1989). Mainstream schooling for the physically handicapped: How can counseling help? *International Journal for the Advancement of Counselling*, *12*(3), 223-236.**
Argues that the needs and interests of handicapped children in mainstreaming programs can be properly met with a combination of counseling techniques and with an interplay between actors and agents. The systematic planning and organization of counseling should be based on a partnership among all sectors of the client system. The counseling should give first priority to the emotional, personal, and social aspects of integration into the mainstream. Counseling practices should prove more effective in this area if they are modeled on child-centered education. Counseling practices should be built on an appropriate system of coordination, information, and evaluation.

178. **Chorost, S. (1988). The hearing-impaired child in the mainstream: A survey of the attitudes of regular classroom teachers. *Volta Review*, *90*(1), 7-12.**
Surveyed 15 regular classroom teachers in a mainstream program for oral hearing-impaired children about their experiences with 6 hearing-impaired children (aged 3-12 yrs over a period of 6 yrs). While a majority of the teachers expressed positive feelings at the end of the experience about working with a hearing-impaired child, those teaching Grades 3 through 6 felt slightly more positive than did teachers teaching Grades kindergarten through 2. The impact of support services to the teachers is explored as well as some reasons for both positive and negative feelings among teachers and suggestions for avoiding circumstances that may lead to negative feelings.

179. **Chorost, S. B. (1988). Leisure and recreation of exceptional children: Theory and practice. *Child and Youth Services*, *10*(2), 151-181.**
Discusses theoretical bases and practical applications of therapeutic leisure and recreation programs in assisting children with mild, moderate, severe, and profound handicaps to become more accepted by their normal peers. Examples show how such activities can be designed to create an environment to facilitate the educational treatment of handicapped children.

180. **Christensen, C. A., & Cosden, M. A. (1986). The relationship between special education placement and instruction in computer literacy skills. *Journal of Educational Computing Research*, *2*(3), 299-306.**
Attempted to extend previous findings (e.g., A. I. Law, 1984) that students from lower socioeconomic status (SES) groups receive less computer literacy

instruction than students from higher SES groups by investigating whether this differential exposure also applied to students in both special education and regular education classroom settings. 109 mildly handicapped students, 53 students in resource rooms, and 143 mainstreamed students in kindergarten through 9th grade were observed. Data show that Ss placed in a special education setting were rarely exposed to tasks that would enhance computer literacy.

181. **Christensen, S. S., & Luckett, C. H. (1990). Getting into the classroom and making it work. Language, Speech, and Hearing Services in Schools, 21(2), 10-13.**
The paper describes techniques of developing and implementing speech-language individualized education programs to speech/language impaired students by means of "whole class" language experiences in regular elementary classrooms.

182. **Chrystal, C. A., and others. (1988). Ecological Perspectives on Emotional Disturbance. Journal within a Journal. Perceptions, 23(3), 1-19.**
The articles included in this special journal supplement represent a view of special education which is concerned with the adjustment of the emotionally disturbed learner within varied social-interactional frameworks or settings, as noted in the guest editorial by Charles Chrystal. "Beyond Therapy and Research: Helping Emotionally Troubled Children within the Political Process," by Anthony Jackson, calls for greater political involvement on the part of special educators. "An Ecological Approach to Identifying and Validating Social skills for Students with Emotional Disturbance," by Patrick Schloss et al., offers guidelines to enhance the adjustment of students with emotional disturbance to mainstreamed educational environments. "Education of Emotionally Disturbed Children: Is It School or Treatment?" by Bruce Nisbet and Michael Lucow, describes the overlap of clinical and educational services, using case studies to illustrate the difficulties faced by administrators and staff. "Expanding the Horizon: Sibling Contributions to the Ecological Model," by Sharon Farago Cramer, writes about siblings' influence upon classroom behavior of emotionally disturbed students and advocates involving siblings in the treatment process. "Ecological Assessment Procedures for Emotionally Disturbed Students," by Mark Posluszny, provides a framework for interventional decision making. "The Ecology of Helping: Conflict or Collaboration?" by Charles Chrystal, examines approaches to helping, suggests reasons for conflicts among helpers, and discusses conflict resolution techniques.

183. **Cicogna, C. (1987). Special educational needs in the Italian compulsory school system: A personal account. International Journal of Early Childhood, 19(2), 12-24.**
Describes the Italian educational system from preschool to high school, along with the events leading up to the implementation of government-mandated total integration of handicapped children into the compulsory school system. Also describes details of this integration in three Verona area schools and discusses problems remaining to be solved.

184. **Cipani, E. (1988). Functional skills and behavioral technology: Identifying what to train and how to train it. Child and Youth Services, 10(2), 83-103.**
Provides a technology for addressing the following questions in teaching/training exceptional individuals: (1) what to teach; and (2) how to teach it. Uses behavioral training techniques to teach and help develop functional skills.

185. **Cipani, E. (1988). Research and practice in three areas of social competence: Social assertion, interviewing skills, and conversational ability. Child and Youth Services, 10(2), 123-149.**
Researchers and practitioners have generally concentrated on the following areas of social competence: (1) social assertion; (2) interviewing skills; and (3) conversational ability. Reviews issues of methodology. Studies are reviewed and recommendations for future research are made.

186. **Clark, C. R., & Bott, D. A. (1991). Issues in implementing the adaptive learning environments model. Teacher Education and Special Education, 14(1), 57-65.**
Issues are discussed that arose in the training and implementation of the Advanced Learning Environments Model (an approach to restructuring educational services to accommodate full-time mainstreaming of most mildly handicapped elementary students) at two sites. A brief description of the model and sites is followed by specific issues.

187. **Clough, P. (1988). Bridging "mainstream" and "special" education: A curriculum problem. Journal of Curriculum Studies, 20(4), 327-338.**
Outlines a "curricular" approach to learning difficulties against the background of traditional conceptions and practices relating to special needs in British schools, and in light of recent developments in "mainstream" curricula. Examines calls for change in the organization of learning, distinguishes mainstream from special curricula, and proposes future action.

188. **Clunies, R. G., & Thomas, M. (1986). Use of the peer attitudes toward the handicapped scale in Australia: Grade differences in the scores of primary school students. Australia and New Zealand Journal of Developmental Disabilities, 12(4), 257-261.**
The Peer Attitudes Toward the Handicapped Scale was administered to 168 female and 200 male 4th-6th graders to examine the use of the scale with Australian primary school children, compare the scores of the Australian group with the US standardization sample, and investigate grade and sex differences in performance on the scale. Approximately 50% of the 4th-grade Ss needed help to decode items on the scale; the scores obtained by the 6th graders matched closely those of the US sample; and grade, but not sex, differences were evident, particularly when 6th graders were compared with the other 2 grades. It is concluded that the scale is suitable for use in its present form with Australian 6th-grade children. Separate norms would need to be created for children at other grade levels.

189. **Coates, R. D. (1989). The regular education initiative and opinions of regular classroom teachers. Journal of Learning Disabilities, 22(9), 532-536.**
94 regular classroom teachers were asked in a survey to agree or disagree with a series of statements on the Regular Education Initiative (REI). Ss' responses on a majority of the items were in the direction of disagreement. The strongest disagreement was with Items 14 and 2, suggesting that Ss did not view the practice of identifying students for special education as discriminatory and felt that resource rooms were an effective model for meeting the needs of students with mild handicaps. Regular classroom teachers did not appear to agree with the basic tenets of the REI or with many assumptions of REI proponents.

190. **Cobb, B., & Hasazi, S. B. (1987). School-aged transition services: Options for adolescents with mild handicaps. Career Development for Exceptional Individuals, 10(1), 15-23.**
Secondary special education programs should include employment or postsecondary education placement outcomes in the curricula for mainstreamed mildly handicapped students. Program elements that support these goals are: individualized transition plans; paid work experience; job-seeking skills curriculum; flexible staffing patterns; active parent/consumer involvement; and follow-up of employment status.

191. **Cobb-Morocco, C., & Zorfass, J. M. (1988). Technology and transformation: A naturalistic study of special students and computers in the middle school. Journal of Special Education Technology, 9(2), 88-97.**
The article describes the three-year Education Development Center/Technical Education Research Center Middle School Technology Integration Project that is investigating how technology is integrated into language arts and mathematics curricula, and its impact on mainstreamed mildly handicapped students. The evolution of computer use at four diverse school systems will be observed.

192. **Coben, S. S., & Zigmond, N. (1986). The social integration of learning disabled students from self-contained to mainstream elementary school settings. Journal of Learning Disabilities, 19(10), 614-618.**
Investigated the social status of learning disabled (LD) students and compared the outcome differences of a sociometric rating scale with those of a peer nomination measure. All Ss were drawn from students in 10 3rd, 4th, and 5th grade classrooms in which LD Ss from self-contained classrooms were mainstreamed for some portion of the school day. 137 regular class Ss and 43 LD Ss (who joined regular classes up to 18 hrs per week) were evaluated for the amount of time each of the Ss spent with the peer group targeted for sociometric assessment; sociometric measures included peer nomination and rating scale measures. Findings suggest both lower acceptance and lower rejection scores for the LD Ss than for regular class Ss on the nomination measure. Rating scale data revealed lower acceptance scores for LD Ss but no differences in rejection or tolerance scores. Responses to the acquaintance category of the rating scale suggest that LD Ss were simply not known to their regular class peers.

193. **Cobe, C. R., & McCall, G. K. (1986). Centering on fossils and dinosaurs. Science and Children, 24(2), 28-30.**
Describes a set of 10 activities which introduce mainstreamed junior high school students to concepts relating to fossils and dinosaurs. Provides students with opportunities for learning the concepts of change and adaptation, as well as fossil facts and terminology.

194. **Cochrane, M., & Ballard, K. D. (1986). Teaching five special needs children in a regular primary classroom using a consultation-collaboration model. Exceptional Child, 33(2), 91-102.**
Describes the use of a consultation-collaboration model of intervention in which a psychologist and a teacher worked jointly to establish a remedial reading program for 5 special needs children (aged 7 yrs to 10 yrs 1 mo) placed in a regular primary school class. Data show marked increases in reading skills and book reading levels, in independent reading during class reading times. The teacher commented favorably on the consultation model used and agreed with parents' observations that significant reading gains had been made by the Ss.

195. **Cohen, H. G. (1988). Measurement of adaptive behavior: Origins, trends, issues. Child and Youth Services, 10(2), 37-81.**
Traces the conceptual origins of adaptive behavior of handicapped people, from state residential institutions to its role in the complex process of community integration. Measurement instruments are reviewed. Measurement, conceptual, and methodological issues are discussed.

196. **Cohen, S. B. (1986). Parents' attributions of exceptionality: Social distancing effects in the mainstreamed classroom. Remedial and Special Education (RASE), 7(4), 48-53.**
A social distancing measure was computed within 2 conditions (labels and descriptions of exceptionality) and analyzed by a discrepancy score to determine the preferences of 109 parents of nonhandicapped elementary-age children concerning placing their children in proximity to a handicapped peer. Differences in rank ordering of 7 categories of exceptionality varied according to the condition, particularly for educable mentally retarded and severely mentally retarded cohorts. In both conditions, however, the category of emotionally disturbed was considered least desirable. Interpretations of differences in the rank of ordering are provided. The need for the development of causal models of variable interactions that produce such differences in parental attributions of exceptionality is considered.

197. **Cole, K. N., Mills, P. E., Dale, P. S., & Jenkins, J. R. (1991). Effects of preschool integration for children with disabilities. Exceptional Children, 58(1), 36-45.**
Examined the effects of integration and segregation in a special education preschool program for children with mild to moderate disabilities, to determine whether initial level of development differentially influenced gains achieved. 124 children (aged 3-6 yrs), 100 of whom had disabilities, served as Ss. No main-effect differences between the 2 groups appeared on several pretest and posttest measures. Aptitude-by-Treatment analyses revealed that higher performing Ss gained more from integrated classes, whereas lower performing Ss gained more from segregated classes. Findings point to the need for careful monitoring of lower functioning students to ensure appropriate academic and social stimulation.

198. **Colebourn, J. M. (1987). New ways in Hampshire. International Journal of Adolescence and Youth, 1(1), 39-43.**
Describes a project in the UK designed to enable youth and adults with a mental handicap to be integrated into mainstream adult education classes. It is hoped that by providing support and guidance and creating a climate of confidence in which their integration and social development is supported, individuals can begin to take their place in society.

199. **Coleman, J. (1985). Achievement level, social class, and the self-concepts of mildly handicapped children. Journal of Learning Disabilities, 18(1), 26-30.**
Self-concept scores were collected on 169 elementary students who divided their school day between special classes and the educational mainstream. Results suggest that mildly handicapped children from high socioeconomic status levels who remain inadequate academically in comparison to their special-class peers have self-concepts significantly lower than all other students.

200. **Coleman, J. M., Pullis, M., & Minnett, A. M. (1987). Studying mildly handicapped children's adjustment to mainstreaming: A systematic approach. Remedial and Special Education (RASE), 8(6), 19-30.**
Criticizes the current research base with regard to the influence of mainstreaming on the social-emotional competence of mildly handicapped (MH) children and describes a research project under development that takes a comprehensive view of the MH student by including academic, social, and self-concept factors studied simultaneously and over time. Discussion focuses on (1) the need for longitudinal analysis and assessment in multiple environments; (2) the use of multitrait-multimethod methodologies; and (3) the need of special education to produce systemic research that attempts to weave a complex pattern from the personal, peer, family, and school factors that mold children's personal-social competence.

201. **Collins, T., and others. (1987). Learning disabled writers and word processing: Performance and attitude gains. Research & Teaching in Developmental Education, 4(1), 13-20.**
Describes a study of changes in attitudes and writing performance of learning-disabled (LD) college students resulting from a mainstream writing class employing a workshop format and microcomputer word processors. The LD students' performance level was consistent with the non-LD students in the class, and their writing attitudes improved.

202. **Colozzi, G. A., Coleman-Kennedy, M., Fay, R., Hurley, W., and others. (1986). Data-based integration of a student with moderate special needs. Education and Training of the Mentally Retarded, 21(3), 192-199.**
A 12-yr-old female (mental age 4 yrs 3 mo) with moderate special educational needs was integrated into regular 5th and 6th grade classrooms for 2 half-hour study periods after reaching near zero levels of inappropriate motor and vocal behaviors in her special class through the use of differential reinforcement of other behaviors. A regular classroom teacher, following written guidelines and a demonstration of the behavioral program, successfully implemented a cost-response program for disruptive vocalizations. The S acquired independent destination skills to and from her integration sessions, maintained correct

completion of her study work in her integrated classes, and acquired a self-monitoring program for correcting the work. Target vocal behavior was reduced to a zero level within 7 days in the regular classroom where program occurred, while generalization occurred in the nonprogram regular classroom.

203. **Conn-Powers, M. C., Ross-Allen, J., & Holburn, S. (1990). Transition of young children into the elementary education mainstream. Topics in Early Childhood Special Education, 9(4), 91-105.**
Presents a model for planning the transition of young children with handicaps from early childhood special education (ECSE) programs to the kindergarten and elementary school mainstream. The model enables parents and ECSE and elementary school program staff, to collaboratively establish and implement procedures for planning transitions. The model insures that the procedures (1) address the strengths, needs, and characteristics of individual children, families, and school programs and (2) promote implementation of the best practices in transition planning. A case study illustrates a school district's application of the model in developing a system-wide transition process.

204. **Conway, R. N. F., & Ashman, A. F. (1989). Teaching planning skills in the classroom: The development of an integrated model. International Journal of Disability, Development and Education, 36(3), 225-240.**
Problems are identified in adapting findings of laboratory-based cognitive instruction to mainstream classes. A metacognitive instruction model called Process-based Instruction (PBI) is then described. PBI recognizes the importance of interactions between student, teacher, and curriculum content and involves assessment, orientation, strategy development, intratask transfer, and consolidation and generalization.

205. **Conway, R. N., & Gow, L. (1988). Mainstreaming special class students with mild handicaps through group instruction. Remedial and Special Education (RASE), 9(5), 34-40, 49.**
Discusses the value of group instruction as a method of achieving effective mainstreaming of mildly mentally handicapped students in relation to its potential for developing social skills, providing a framework for instruction, and ensuring a link between special and general classes. Within the framework for instruction, 3 specific group instruction techniques are examined: cooperative learning, peer tutoring, and reciprocal teaching. It is argued that mainstreaming skill training should commence in special classes and culminate in those skills being applied and supported in a general classroom learning environment.

206. **Cook, J. (1991). Higher education: An attainable goal for students who have sustained head injuries. Journal of Head Trauma Rehabilitation, 6(1), 64-72.**
Despite problems created by impairments in memory, organization, distractibility, and socialization, students who have suffered traumatic brain injuries (TBIs) represent the fastest-growing segment of the disabled population entering postsecondary institutions. A variety of program models and services for TBI students who are appropriate for the mainstream are described. Three case histories highlight program profiles and outcomes. Enabling services such as counseling are also described.

207. **Cook, L., & Friend, M. (1990). Pragmatic issues in the development of special education consultation programs. Preventing School Failure, 35(1), 43-46.**
This papers outlines the tasks required in developing special education consultation programs to serve special needs students in the least restrictive environment: determination of program goals, selection of models and approaches, identification of specific consulting strategies and tasks, allocation of resources, preparation of affected professionals, and development of an evaluation plan.

208. **Cooper, D. H., & Speece, D. L. (1990). Maintaining at-risk children in regular education settings: Initial effects of individual differences and classroom environments. Exceptional Children, 57(2), 117-126.**
This study classified the characteristics of 103 at-risk first grade children and their classroom environments over a one-to-four-year period. Found that individual seatwork as an instructional arrangement increased the risk of special placement, whereas small group work was associated with nonplacement for children with possible learning disabilities.

209. **Cosden, M. A. (1989). Cooperative groups and microcomputer instruction: Combining technologies. Pointer, 33(2), 21-26.**
Issues specific to two instructional technologies (cooperative learning and computer instruction) are reviewed, along with their interactive effects. Emphasized are the management of diverse instructional needs within mainstream programs, cognitive outcomes for mentally handicapped and nonhandicapped students, and the social interactions of heterogeneous groups of students within these settings.

210. **Cosden, M. A., Gerber, M. M., Semmel, D. S., Goldman, S. R., et al. (1987). Microcomputer use within micro-educational environments. Exceptional Children, 53(5), 399-409.**
Compared microcomputer use patterns within micro-educational environments in 109 special-day-class (SDC), 53 resource-room (RR), 65 learning-handicapped (LH), and 78 non-learning-handicapped (NLH) elementary school students. Mildly handicapped Ss in SDCs and RRs were found to have less variety in their instructional experiences than did either LH or NLH Ss in the mainstream. SDC and RR Ss evidenced a more dominant pattern of individual, in-classroom, remedial work than did either LH or NLH Ss in the mainstream. Across all settings, Ss were highly engaged with the computer, although teachers spent little direct contact time with Ss during these periods. Results indicate that microcomputer instruction is emerging as a highly motivating vehicle for imparting information.

211. **Cosden, M. A., & Lieber, J. (1986). Grouping students on the microcomputer. Academic Therapy, 22(2), 165-172.**
Suggests, on the basis of classroom observation, that teachers need information about how and when to group regular and special education students for microcomputer work to enhance both social and cognitive outcomes. In terms of cognitive effects, it is suggested that students work alone when building

automaticity in basic academic skills and in small groups when they are applying previously learned skills to new applications. Dyadic work on problem-solving tasks is also suggested by data on social effects.

212. **Cosden, M. A., and others. (1990). Social skills instruction in secondary education: Are we prepared for integration of difficult-to-teach students? Teacher Education and Special Education, 13(3-4), 154-159.**
Twenty-eight regular and special education teachers surveyed indicated that they would like to teach more social skills but were constrained by limited resources and training. Teachers preferred proactive approaches over reactive responses and were about evenly split between wanting to conduct social skills instruction as a discrete content area and integrating it.

213. **Cosden, M. A., & Semmel, M. I. (1987). Developmental changes in micro-educational environments for learning handicapped and non-learning handicapped elementary school students. Journal of Special Education Technology, 8(4), 1-13.**
Over 100 resource rooms, mainstreamed classes, and special day classes for learning handicapped students were observed in a longitudinal study of Micro-Educational Environments (MEEs) and microcomputer use. Results from 1986 and changes from 1984 to 1986 cover hardware selection and location; student grouping; software; access; use time; and user, peer, and teacher behaviors.

214. **Craft, D. H., & Hogan, P. I. (1985). Development of self-concept and self-efficacy: Considerations for mainstreaming. Adapted Physical Activity Quarterly, 2(4), 320-327.**
Provides physical educators with a conceptual basis for understanding the constructs of self-concept and self-efficacy and discusses the implications for developing or enhancing these constructs in mainstreamed handicapped children. These children may benefit from experiences designed to promote enhanced feelings of self-efficacy and self-esteem because physical and attitudinal barriers and lack of social acceptance may have a negative effect on the way they perceive their physical and cognitive abilities and their self-worth. Interventions that include mastery experiences, verbal persuasion, and peer modeling may enhance the self-efficacy of disabled individuals and increase their behavioral repertoire.

215. **Crain, S. K. (1989). The ERIC connection: Disabled students and classroom drama. Youth Theatre Journal, 3(3), 22-23.**
Summarizes documents from the ERIC database that provide suggestions for integrating disabled students into elementary and secondary school drama activities, as well as information about programs and activities that encourage understanding and appreciation of school children with physical and mental disabilities.

216. **Crapps, J. M., Langone, J., & Swaim, S. (1985). Quantity and quality of participation in community environments by mentally retarded adults. Education and Training of the Mentally Retarded, 20(2), 123-129.**
Fifteen mentally retarded adults living in group home and intermediate group residences (IGR) were interviewed. All participants spent the majority of their

time in their homes. Men played a more active role in their integration than did women. IGR men and women went less often into the community and rarely (IGR men) or never (IGR women) went out without supervisor.

217. **Crawford, M. E. (1985). Leisure today--special recreation: Programming for everyone. Journal of Physical Education, Recreation & Dance, 56(5), 24-53.**
This series of articles focuses on the provision of special recreation services in the community for a variety of populations including the elderly, latch-key kids, cardiac patients, physically and mentally disturbed children, adolescents, adults, juveniles, and the multihandicapped. The quest for "recreation for all" on a national level requires redoubled efforts.

218. **Creekmore, W. N., and others. (1988). Family-classroom: A critical balance. Academic Therapy, 24(2), 207-220.**
Special needs children can be effectively integrated into mainstream classrooms if family and classroom dynamics achieve ecological congruence. Family dynamics may be impacted by parental acceptance of their child's special needs, sibling reactions, and finances. Factors in classroom dynamics include parent/professional interactions, teacher attitudes and interaction, and teaching techniques used.

219. **Cronis, T. G., and others. (1986). Mild mental retardation: Implications for an ecological curriculum. Journal of Research and Development in Education, 19(3), 72-76.**
The authors examine views that mildly mentally retarded students in many cases are receiving instruction which is not relevant to their needs. An ecosystem approach, which examines the needs of individuals from a perspective of probable functioning environments, is called for.

220. **Crowl, T. K., & Berkowitz, M. (1985). Regular and special education teachers' marking attitudes and behavior. Contemporary Educational Psychology, 10(3), 260-267.**
Administered a marking attitude scale to 33 regular education and 20 special education teachers to compare their attitudes toward marking and the marks actually assigned to students' work. Results show that regular educators believed that marks have a positive influence on students, while special educators believed marks have neither a positive nor a negative influence. Special educators believed to a greater extent than did regular educators that marks should be manipulated in order to influence student behavior and that different standards should be used to evaluate different students. Ss also marked students' written short answers to 2 typical school questions. No significant differences were found between the marks assigned by the 2 groups of Ss to either set of answers. Assigned marks, attitude scores, and years of teaching experience were not significantly correlated with each other. Results are discussed in terms of implications for mainstreaming.

221. **Cruickshank, W. M. (1985). The search for excellence: An encore. Journal of Learning Disabilities, 18(10), 574-580.**
Addresses several of the problems facing special education (SE), such as the leadership of SE programs, including the debate between noncategorical SE and mainstreaming; the definition of learning disabilities (LDs); and the quality of research being conducted in the field of LDs. The "link" between juvenile

delinquency and LDs is discussed, and other unreconciled issues in the field of SE, including the divergent views on mainstreaming vs good self-contained classes for learning disabled or other clinical types of children, are noted. It is concluded that differences within the SE field must be reconciled to provide learning disabled children with the most conducive atmosphere for learning.

222. **Currie, H. (1990). Making texts more readable. British Journal of Special Education, 17(4), 137-139.**
Special needs teachers and subject teachers simplified text in British secondary level science and humanities courses and used the text with a class of mixed attainment groups. Subsequent assessment indicated that marks of higher achievers were consistently high and marks of low achievers were significantly improved compared to a control group.

223. **Curry, S. A., & Hatlen, P. H. (1988). Meeting the unique educational needs of visually impaired pupils through appropriate placement. Journal of Visual Impairment and Blindness, 82(10), 417-424.**
This historical examination of the educational placement of visually impaired students focuses on the dual curriculum of instruction in academic areas and in disability-specific skills. Program placement involves assessment, identification of instructional needs, and consideration of placement alternatives. Models of service delivery and strategies for overcoming barriers to change are described.

224. **Curtis, C. K. (1985). Are education students being prepared for mainstreaming? Education Canada, 25(2), 28-31, 43.**
Cites findings of a study of 242 students enrolled in the University of British Columbia teacher education programs which suggest students may not be adequately prepared for managing mainstreamed classrooms. Discusses implications for the Canadian educational policy of placing handicapped children in mainstreamed classrooms and for teacher education programs.

225. **Curtis, C. K. (1985). Education students' attitudes toward disabled persons and mainstreaming. Alberta Journal of Educational Research, 31(4), 288-305.**
66 primary education, 95 intermediate education, 50 secondary education, and 31 special education students completed the Attitudes Toward Disabled Persons Scale, the Attitudes Toward Mainstreaming Scale, and the teacher opinions section of a survey of teacher opinions relative to mainstreaming special-needs children. Results suggest marginally favorable attitudes both toward disabled persons and toward mainsteaming. Ss in special education were more accepting of the disabled than were Ss in regular education primary, intermediate, and secondary programs, and females were more predisposed than males to accept disabled persons. Ss supported only a limited concept of mainstreaming, and special education Ss were more favorably predisposed toward integrating children with certain disabilities than were Ss in regular education programs. All Ss agreed that teachers are not sufficiently prepared for mainstreaming.

226. **D'Alonzo, B. J., & Boggs, E. T. (1990). A review of the regular education initiative. Preventing School Failure, 35(1), 18-23.**
Pros and cons of the Regular Education Initiative are presented in terms of legal premises, labeling and classification, funding, effectiveness, teacher

competencies, curriculum, and professional barriers. It is concluded that the initiative has achieved much and will achieve more as the debate continues, but debate should be used as a learning tool, not as a divisive tool.

227. **Danby, J., & Cullen, C. (1988). Integration and mainstreaming: A review of the efficacy of mainstreaming and integration for mentally handicapped pupils. Educational Psychology, 8(3), 177-195.**
Considers evidence that bears on integration or mainstreaming of mentally handicapped pupils into ordinary schools in terms of educational benefits. It is noted that the literature on mainstreaming available from the US can only be applied with caution to integration in Britain; for historical reasons, the 2 countries have developed different educational systems and different legislation. Literature on mainstreaming is fraught with conceptual problems in the definition of Ss, independent variables, and dependent variables. Analysis of the educational assumptions underlying M. Warnock's (1978) report and the 1981 Education Act has identified 5 key areas of study: losing the labels, social benefits, parents as partners, educational efficacy, and normal peers. It is considered essential that comparison groups of mentally handicapped pupils in different settings be used for these issues to be rigorously investigated.

228. **Danielson, L. C., and others. (1989). State variation in placement of children with handicaps in segregated environments and less required energy: A response to Danielson and Bellamy and special education placement: Is it what you know or where you live? Exceptional Children, 55(5), 448-462.**
Ten years of data reflect little change in use of separate facilities for handicapped students, and high state-to-state variation. A subsequent paper argues that least restrictive environment as a concept has focused on "location" rather than "service." A final paper addresses the need to eliminate geographic and funding restrictions to mainstreaming.

229. **Danley, W. E., & Baker, C. (1988). Comparing a pre-service mainstreaming class taught by traditional methods with a similar class taught by computer-assisted instruction. Computers in the Schools, 5(1-2), 251-255.**
Describes study of elementary teacher education students that was conducted to compare the instructional effectiveness of traditional lecture methods and computer-assisted instruction (CAI) methods. Knowledge concerning special education students and mainstreaming techniques was tested, and results are reported that indicate no difference in the two methods of instruction.

230. **Darch, C. (1989). Comprehension instruction for high school learning disabled students. Research in Rural Education, 5(3), 43-49.**
Presents an alternative instructional approach for helping learning disabled high school students comprehend content area instruction in regular classrooms. Combines the use of direct instruction and advanced organizers. Also identifies and discusses general methods teachers can use to teach learning disabled students successfully in regular classrooms. Contains 26 references.

231. **Darrow, A. A. (1990). Beyond mainstreaming: Dealing with diversity. Music Educators Journal, 76(8), 36-39.**
Maintains that an educational philosophy grounded in motivation and a positive attitude leads to successful implementation of mainstreaming instructional strategies. Outlines 12 strategies for dealing with mainstreamed students and their diverse needs that include instructional objectives, lesson plans, themes, using tutors and teachers' aides, and materials development.

232. **Davern, L., & Schnorr, R. (1991). Public schools welcome students with disabilities as full members. Children Today, 20(2), 21-25.**
Discusses the importance of the inclusion of disabled students in regular classes as "full members" of their public school communities. Describes the ways in which this inclusion is achieved with a first grade student by means of an individualized education program.

233. **David, C. (1990). A preliminary study of mainstreaming in a Louisville, Kentucky, Preschool. Dimensions, 18(3), 20-22.**
Discusses a survey of the teaching staff in the Preschool Program of the Jefferson County Public Schools in the Louisville, Kentucky metropolitan area. The survey was designed to ascertain the attitudes of the teaching staff toward the mainstreaming of disabled children in the program.

234. **Davies, J. (1989). Reading schemes for partially sighted beginning readers. British Journal of Visual Impairment, 7(1), 19-21.**
The article examines reading programs in use in Birmingham (United Kingdom) schools to evaluate their appropriateness in instructing partially sighted students in integrated settings. Suggestions are made for general appearance, contrast, paper type, type size and style, spacing, line length, readability, and vocabulary.

235. **Davis, W. E. (1989). The Regular Education Initiative Debate: Its promises and problems. Exceptional Children, 55(5), 440-446.**
Reviews the professional debate concerning the regular education initiative (REI), which is the proposed merger of special and regular education into a unitary system. The author examines the current parameters of this discourse, identifies specific problems and issues related to this debate, and suggests strategies for overcoming perceived obstacles and improving the overall dialogue. Particular attention is given to key groups (e.g., local educators, students themselves) who have been largely excluded from the REI debate. The authors conclude that most of the suggested benefits of the REI movement will never accrue unless its present discourse is expanded to include these groups.

236. **de Apodaca, R. F., Watson, J. D., Mueller, J., & Isaacson-Kailes, J. (1985). A sociometric comparison of mainstreamed, orthopedically handicapped high school students and nonhandicapped classmates. Psychology in the Schools, 22(1), 95-101.**
Examined the sociometric status of 29 orthopedically handicapped (OH) high school students in 9th-12th grade mainstreamed classrooms, with that of normal students. OH Ss with spina bifida or other paralysis, cerebral palsy, or muscular dystrophy were compared with randomly selected classmates on a peer rating scale (PRS), a class-administered sociometric scale. Results show that OH Ss received significantly higher scores on 2 of 12 PRS factors and directionally

higher scores on 8 others. Findings are interpreted as reflecting either genuine liking and admiration for mainstreamed OH Ss or a defensive inability on the part of peers to express base-rate negative feelings toward OH.

237. **Dean, M., & Nettles, J. (1987). Reverse mainstreaming: A successful model for interaction. Volta Review, 89(1), 27-34.**
Contends that the benefits of integrating normal-hearing children into hearing-impaired classrooms (i.e., reverse mainstreaming) are not as obvious for normal-hearing children as they are for the hearing impaired. A questionnaire was designed and distributed to 14 parents of normal-hearing participants in the reverse mainstream program at the Houston School for Deaf Children. Their responses and limited test results suggest not only that reverse mainstreaming is not detrimental to normal-hearing children's cognitive or communicative development, but that it can be a positive, beneficial experience for them.

238. **DeCooke, P. A., & Nelson-Le-Gall, S. (1989). The effects of familiarity on the success of children's help seeking. Journal of Applied Developmental Psychology, 10(2), 195-208.**
Observed the helping interactions of 40 children in Grades 3-5 during their classroom activities. The amount of visual regard that Ss received from peers was included as a sociometric measure. Learning disabled (LD) and socially and emotionally disturbed (SED) Ss from self-contained classrooms, segregated to the greatest extent, had the least success in their help seeking. LD and SED Ss from resource rooms, mainstreamed for most classes, were more similar to nonlabeled Ss in the pattern of their help seeking. Labeled Ss, especially the self-contained classroom Ss, received less visual regard from nonlabeled Ss. The more familiar labeled Ss were to their classmates, the more accepted they were, and the more likely they were to have their help-seeking requests accepted.

239. **DeFrancesco, J. J., & Taylor, J. (1985). Dimensions of self-concept in primary and middle school learning disabled and nondisabled students. Child Study Journal, 15(2), 99-105.**
Performance on a standardized self-concept scale was examined in samples of primary and middle school learning disabled students. Results indicated that learning disabled students had significantly lower self-concepts than nondisabled students. Also explores differences between self-concept as a function of sex and social class.

240. **DeGeorge, G. P. (1988). Assessment and placement of language minority students: Procedures for mainstreaming. Equity and Excellence, 23(4), 44-56.**
Outlines a set of procedures designed to incorporate Limited English Proficient students into the mainstream curriculum. Discusses the information needed to make mainstreaming decisions, and the procedures and instruments needed to gather the information. Reviews mainstreaming programs in various states.

241. **DeKlyen, M., & Odom, S. L. (1989). Activity structure and social interactions with peers in developmentally integrated play groups. Journal of Early Intervention, 13(4), 342-352.**
Used the Social Interaction Scan to record observations of 28 children (aged 43-76 mo; mental age 25-78 mo) with disabilities and 8 normally developing children (aged 43-56 mo), while Ss participated in activities from an experimental

curriculum designed to foster social integration. It was predicted that (1) increased peer interaction would be observed in play activities that were more structured and (2) frequency of teacher interaction would not be related to activity structure ratings. Both hypotheses were supported.

242. **Denholm, C. J. (1990). Attitudes of British Columbia directors of early childhood education centres towards the integration of handicapped children. B.C. Journal of Special Education, 14(1), 13-26.**
The attitudes of British Columbia directors (N=205) of early childhood education centers toward the integration of handicapped children were assessed. The moderate support for integration was explained by directors' low assessment of their skills with handicapped children, a perception of inadequate accessibility of support staff, and inadequate academic training concerning handicapped children.

243. **Deno, S. L., Maruyama, G., Espin, C., & Cohen, C. (1990). Educating students with mild disabilities in general education classrooms: Minnesota alternatives. Exceptional Children, 57(2), 150-161.**
Two studies examined the effects of effort in Minnesota schools to modify general education classrooms in ways that enhance integrated education for students with mild disabilities. Study 1 examined the relationship between the school effectiveness variables identified in the Minnesota Educational Effectiveness Project (MEEP), and the attitudes and achievement of students in 31 MEEP schools. Study 2, which focused on 11 of the Study 1 schools, compared the instructional programs provided to students with mild disabilities in 3 integrated programs in these 11 schools, with those provided by conventional resource "pull out" programs in 3 other schools. Results do not provide a strong basis for concluding that general efforts at school improvement will provide the framework for improved outcomes among low-achieving students.

244. **DePaepe, J., & Lavay, B. (1985). A bibliography of mainstreaming in physical education. Physical Educator, 42(1), 41-45.**
This bibliography was compiled to enable physical educators to gain greater insight into the mainstreaming process. Each citation specifically pertains to mainstreaming and has been verified by thorough examination.

245. **DePaepe, J., & Walega, S. (1990). The ecology of integration: A descriptive rural perspective. Rural Special Education Quarterly, 10(3), 49-59.**
Fifty rural physical educators teaching disabled students in northern New England completed the Reflective Ecological Inventory, which assists teachers to reflect on their teaching environment and the influence of mainstreaming on that environment to gain appropriate perspective and control. (Contains 29 references).

246. **DePauw, K. P. (1986). Toward progressive inclusion and acceptance: Implications for physical education. Adapted Physical Activity Quarterly, 3(1), 1-5.**
Discusses the trend of progressive inclusion in the educational system's response to needs of special education students and suggests that physical education, as well as special education, have been affected by this trend. Historical perspectives

of special and physical education and mandated education for handicapped children are reviewed. It is concluded that there is a current movement away from the categorical to the noncategorical approach in both special and physical education. Using a spiral theory of societal response to the issue, it is proposed that the spiral moves toward progressive inclusion and acceptance. Consequently, an individual's motor performance would be described in terms of labeling movement rather than the person.

247. **Desforges, M., & Lindsay, G. (1985). Integration of three to five year-olds with special needs. Educational and Child Psychology, 2(3), 123-129.**
Provides data on the functioning of 3 integrated nursery units for 3- to 5-yr-old children with special educational needs. The units were attached to a mainstream school. The history and description of the nursery units, research and development, identification and referral, the progress of 38 children, integration, and parental involvement are discussed. Results indicate that the children were less socially integrated than had been hoped, but that a good deal of social and functional (in terms of play) integration occurred. The findings are discussed in terms of definition of integration and ways in which it can be achieved.

248. **Dessent, T. (1988). Adapting behavioral approaches to the local authority environment. Educational Psychology in Practice, 3(4), 24-28.**
Addresses the issue of why the use of behavioral approaches (BAPs) within mainstream and special education has been relatively slow. Questions are posed concerning BAPs, which are then critically examined. Some of the problems associated with the implementation of BAPs in educational settings are identified. Consideration is given to how BAPs may be adapted and incorporated into the local education authority environment.

249. **Dessent, T. (1985). Supporting the mainstream: Do we know how? Educational and Child Psychology, 2(3), 52-59.**
Criticizes some of the characteristics of traditional approaches to supporting children with special needs, with focus on support services for children with learning difficulties within mainstream primary schools. The referral process, the high priority to assessment and diagnosis, and the benefits of support services are considered. What mainstream schools need in terms of external support services is described. Some possible future directions of the work of support services in mainstreaming are presented.

250. **Dick, R. C. (1990). A case for exclusive sections of the basic oral communication course: International ESL students. ACA Bulletin, 73, 39-44.**
Argues that the oral communication needs of the massive influx of English-as-a-Second-Language (ESL) sojourner students can be met more effectively in exclusive sections than by mainstreaming them into regular sections. Considers the problem of ESL students' noninvolvement because of personal fears, cultural differences, and classroom practices.

251. **Diebold, M. (1986). A school-level investigation of predictions of attitudes about mainstreaming. Journal of Special Education, 20(3), 353-358.**
After being paired with regular educators (N=25), special education resource teachers (N=25) attempted to predict regular education responses to an opinionnaire regarding mainstreaming. Special educators underestimated regular education willingness to teach the handicapped, but correctly predicted attitudes involving resources, feelings of confidence, effects of placement, time, or teacher input.

252. **Diebold, M., & Simpson, R. (1986). An investigation of the effect of due process hearing officer occupation on placement decisions. Diagnostique, 11(2), 69-76.**
Occupational status of local education agency coordinators of special education (N=16), local education agency central office administrators (N=13), and university professors of special education (N=14) who served as due process hearing officers in Alabama did not affect their placement decisions after reading vignettes describing problem children (N=20).

253. **Diebold, M. H., & Trentham, L. L. (1987). Special educator predictions of regular class teacher attitudes concerning mainstreaming. Teacher Education and Special Education, 10(1), 19-25.**
Responses to a questionnaire indicated that special education teachers (N=85) consistently underestimated the positiveness of regular class teachers (N=131) in such areas as their willingness to teach handicapped students, their knowledge of where to obtain information about handicapped students, and their confidence about skills in implementing a mainstreaming program.

254. **Donahoe, K., & Zigmond, N. (1990). Academic grades of ninth-grade urban learning-disabled students and low-achieving peers. Exceptionality: A Research Journal, 1(1), 17-27.**
The academic performance of 86 mainstreamed learning-disabled students was compared with that of 87 low-achieving students. Significant differences were found between the groups' grades in social studies and health but not in science. Of intelligence quotient, reading level, and absence rates, only absence rates differentiated between ninth grade passers and failers.

255. **Dorrance, P. K. (1986). Mainstreaming from a residential setting. American Annals of the Deaf, 131(1), 148-150.**
Suggests that 2 of the rights stated in Public Law 94-142 that have created concern and confusion with regard to programming in residential schools for the deaf are the rights to an "appropriate education" in the "least restrictive environment" (LRE). It is argued that programs for deaf children with comprehensive services and a communicating milieu provide the LRE. The mainstream program at California School for the Deaf in Fremont is described in terms of the evaluation process, parental support, and policies.

256. **Douglas, M. (1989). Educating blind and visually impaired children in Western Australia. Journal of Visual Impairment and Blindness, 83(1), 51-53.**
The article describes the history of education of blind and visually impaired people in Western Australia, culminating in integrated education in the 1970's and the subsequent effects of mainstreaming. It also discusses the special problems of itinerant teachers, who often travel hundreds of miles to see one student.

257. **Dowling, M. (1985). Stigma--narrowing the gap. Academic Therapy, 21(1), 107-112.**
Argues that special education (SE) should be a haven for those children who are stigmatized in the mainstream because they are unable to compete and because their academic and/or behavior problems continually draw negative attention from peers and adults. It is suggested, however, that when SE itself becomes so stigmatizing that the loss in terms of the child's reputation and self-image exceeds the advantages, then something is wrong with the system. Classrooms for special children should be the same as those of others students. In addition to careful management of the physical environment, the stigmatizing effects of SE can be lessened by replicating the mainstream program whenever and wherever possible. It is suggested that through a process of careful selection, intensive remediation can be balanced with the demands of mainstream curricula. Ideas regarding mainstreaming of SE students for portions of the day are also discussed.

258. **Dowling, M. (1985). "Up Where We Belong"--a rewarding experience. Academic Therapy, 20(3), 347-351.**
Describes the production of a videotape featuring learning disabled children, their parents, and their teachers as an orientation tool in changing attitudes. The audience for the tape (noneducators and mainstream teachers) was helped to understand the whys and hows of special education. Their reaction to the dramatic changes brought about (over time) were positive. Illustrations of attitude change are included.

259. **Downing, J. A. (1990). Regular and special educator perceptions of nonacademic skills needed by mainstreamed students with behavioral disorders and learning disabilities. Behavioral Disorders, 15(4), 217-226.**
25 regular and 31 special educators completed a transitional skills survey, which measured their perceptions of nonacademic skills required for students with behavioral disorders and learning disabilities to be successful in mainstreamed settings. Regular class teachers perceived differences in nonacademic skills as demonstrated by behaviorally disordered, learning disabled, and normally achieving students, with mainstreamed handicapped students having the fewest skills. Special education teachers of children with behavioral disorders perceived that mainstreamed students possessed greater numbers of skills than did regular class teachers who received mainstreamed behaviorally disordered students. Suggestions for successful mainstreaming are offered.

260. **Draper, I., and others. (1987). The Detroit public schools' experience with alternatives to IQ testing. Negro Educational Review, 38(2-3), 173-189.**
Alternatives to IQ testing have been developed in the Detroit Public Schools as a way to improve educational services and avoid the biased placement of Black students in special education programs. The new procedures involve the collaboration of a team that is specially trained to use multifaceted approaches to assessment.

261. **Drew, D. (1990). From tutorial unit to schools' support services. Support for Learning, 5(1), 13-21.**
Examines the history of a special class in the UK designed to meet the special educational needs of children within the context of a mainstream school. Each stage in the support service's development is described. Implications of the Education Reform Act (1988) for future development of the service are considered.

262. **Dublinske, S. (1989). Speech language pathology and the regular education initiative. ASHA, 31(1), 47-49.**
The Regular Education Initiative is analyzed from a speech-language pathology perspective. The problem and controversy are explained, current research in several states on appropriate models is briefly described, and speech-language pathologists are encouraged to become involved.

263. **Dubow, S. (1989). "Into the turbulent mainstream" - A legal perspective on the weight to be given to the least restrictive environment in placement for deaf children. Journal of Law and Education, 18(2), 215-228.**
Congressional intent and regulations, and court decisions interpreting the Education for All Handicapped Children Act, recognize the preference for mainstreaming handicapped children. Cases discussed indicate that mainstreaming is secondary to the goal of the Act to provide an appropriate education that meets the unique needs of each handicapped child.

264. **Dunn, J. M., & Craft, D. H. (1985). Mainstreaming theory and practice. Adapted Physical Activity Quarterly, 2(4), 273-276.**
Introduces and summarizes a collection of papers written on how and when to mainstream handicapped students so that they may benefit from regular physical education classes with the assistance of support personnel.

265. **Dunn, J. M., & Fredericks, H. B. (1985). The utilization of behavior management in mainstreaming in physical education. Adapted Physical Activity Quarterly, 2(4), 338-346.**
Indicates that mainstreaming of handicapped students into physical education classes depends on teachers who can provide successful learning experiences. The application of behavior management concepts appears to be an instructional technique that physical educators should consider in designing quality mainstreaming experiences. Studies are reviewed that report the application of behavior management principles in various curricular areas including physical education and that have found that reinforcement techniques improve motor proficiency and enhance the development of physical fitness. Additional research

is needed to substantiate the importance of behavior management techniques in helping to create a favorable environment in the mainstreamed physical education class.

266. **Dupont, H. (1989). The emotional development of exceptional students. Focus on Exceptional Children, 21(9), 1-10.**
Theory and research on children's emotional development are reviewed, and it is suggested that in mainstreaming children with disabilities, everything possible should be done to make the mainstream a hospitable environment for them, beginning with teacher recognition of responsibility for the classroom's socio-emotional climate.

267. **Duquette, C., & O'Reilly, R. R. (1988). Perceived attributes of mainstreaming, principal change strategy, and teacher attitudes toward mainstreaming. Alberta Journal of Educational Research, 34(4), 390-402.**
Assessed 11 dimensions of E. M. Rogers's (1983) perceived characteristics of an innovation and P. Dalin's (1978) 4 factors related to educational change on predictions of attitudes toward mainstreaming. 189 English-speaking teachers from selected kindergarten-Grade 6 Canadian schools, who had experienced mainstreaming of exceptional students for at least 25% of the day, completed scales assessing teacher perceptions of mainstreaming and teacher observations of the principal's behaviors. Results show that teachers' attitudes were generally but not universally favorable toward mainstreaming. All 11 dimensions of Rogers's perceptions of an innovation were positively related to attitude. Findings may also support Dalin's conceptualization of educational change.

268. **Dworet, D. H., & Rathgeber, A. J. (1990). Provincial and territorial government responses to behaviorally disordered students in Canada - 1988. Behavioral Disorders, 15(4), 201-209.**
This study describes current provincial/territorial responses to behaviorally disordered students in Canada, comparing this perspective to a 1981 study. Topics examined include definition, prevalence, services available, standards, mainstreaming, program effectiveness, funding, and teacher training requirements. Recommended actions by provincial/territorial authorities to improve services are put forth.

269. **Dyke, S. (1985). Getting better makes it worse: Some obstacles to improvement in children with emotional and behavioral difficulties. Maladjustment and Therapeutic Education, 3(3), 30-42.**
Discusses various obstacles to change that impede the child's capacity to "get better," especially obstacles to reintegration into the mainstream school. It is argued that change for the better can arouse fear or resistance in the child with difficulties (reintegration both sought after and avoided). The contribution of M. Klein's (1946) theory regarding the paranoid-schizoid and depressive positions of child development is discussed. According to Klein, the child is caught up in the paranoid-schizoid position and feels victimized by others' badness. Because the child has no capacity for caring about others, the pain and responsibility of developing the caring capacity cast the child into a depressive position. Other internal factors developed by the child that are seen as impeding progress include the internal bully, the unforgiving judge, envy, and difficulties with forgiveness and gratitude. External inhibitions may also exist, and these include parental

attitudes (e.g., envy) and the child's secondary gains for having problems. It is concluded that mental health is not the absence of psychic pain but the ability to encounter, tolerate, and develop through it. Mental illness is thus the attempt to avoid pain.

270. **Dyson, A., & Stiles-Quainton, L. (1989). Using systems theory: The Benfield approach. Special Issue: INSET and special needs: In-service training in the new era. Support for Learning, 4(2), 111-120.**
Discusses ways in which schools can organize themselves to accommodate and work with disruptive children and suggests that systems theory allows for analysis of the child in the midst of the full complexity of the mainstream school environment. Applying systems theory in mainstream schools is discussed, and an example of a disruptive student in a British comprehensive school is provided to illustrate how such a process can be applied to disturbing behavior.

271. **Edgar, E., and others. (1988). A longitudinal study of graduates of special education preschools: Educational placement after preschool. Topics in Early Childhood Special Education, 8(3), 61-74.**
Placement data on 582 graduates of public special education preschool programs in Washington indicated that 36 percent of the children were placed in regular education and 65 percent in special education. Placement stability one and two yrs later was high, with 62 percent of those changing placements moving to less restrictive settings.

272. **Edmister, P., & Ekstrand, R. E. (1987). Preschool programming: Legal and educational issues. Exceptional Children, 54(2), 130-136.**
The article examines service provisions for preschool-aged handicapped students in terms of two legal issues: what constitutes an appropriate program in terms of the intensity/frequency of program length; and how the least restrictive environment provision should be applied to this population.

273. **Egel, A. L., & Gradel, K. (1988). Social integration of autistic children: Evaluation and recommendations. Behavior Therapist, 11(1), 7-11.**
Reviews outcome data from empirically based studies of classroom integration of autistic and other severely handicapped students and discusses the variables that affect the success of integration efforts. Evaluations of integration have focused on changes in reciprocal interaction, attitudes of nonhandicapped peers, and developmental/educational progress of handicapped and nonhandicapped students. Common themes that emerge from the logistical and training strategies used in successful integration programs are identified. It is concluded that research indicates that the potential benefits of an integrated educational environment cannot be met by segregated settings.

274. **Ehrhardt, P., McKinlay, I. A., & Bradley, G. (1987). Co-ordination screening for children with and without moderate learning difficulties: Further experience with Gubbay's tests. Developmental Medicine and Child Neurology, 29(5), 666-673.**
Administered modified Gubbay tests (S.S. Gubbay, 1975), assessing various aspects of motor performance, to 885 6-11 yr old children in mainstream primary education. Ss reached a ceiling in their performance by the age of 9-10 yrs. A further 482 children (aged 8-16 yrs) attending schools for children with moderate learning difficulties, were assessed. These Ss showed continuing improvement up to the age of 14. Thus this ceiling occurred 5 yrs later than for the Ss in mainstream schools. Implications for policies of integration into mainstream schooling are discussed.

275. **Eiserman, W. D. (1988). Three types of peer tutoring: Effects on the attitudes of students with learning disabilities and their regular class peers. Journal of Learning Disabilities, 21(4), 249-252.**
Compared the effects of 3 types of tutoring treatments on the attitudes of 52 learning disabled (LD) and 72 regular class students in kindergarten through 6th grade toward peers, school, and learning. Ss experienced relationships in which (1) regular-class Ss tutored LD Ss in reading, (2) LD Ss tutored regular-class Ss in sign language, or (3) there was reciprocal tutoring. An analysis of covariance (ANCOVA) indicated pre-post gains by all treatment groups on peer attitudes as well as attitudes about school and learning. An analysis of variance (ANOVA) indicated that Ss who tutored experienced the greatest attitudinal improvements.

276. **Elkins, J. (1987). Education without failure? Education for all? Exceptional Child, 34(1), 5-19.**
Discusses evidence suggesting that a flexible education system can accommodate almost all children and that difficulties are symptoms of a mismatch between student needs and educational provision. Thus, for many children categorized as disabled, these difficulties could be resolved by modifying their educational program; where there is true disability that results from biological impairment, the major aim should be to prevent disability from becoming a handicap. The identification of learning disabilities, the importance of parent participation, and the integration and mainstreaming of disabled children are discussed. It is argued that there is presently a great discrepancy between what is known about effective instruction and current educational practice. Changes in educational practices during the last decade are summarized.

277. **Ellis, J. W. (1990). Presidential Address 1990: Mental retardation at the close of the 20th century: A new realism. Mental Retardation, 28(5), 263-267.**
The President of the American Association on Mental Retardation offers a newly realistic approach to mental retardation, requiring honest assessment of the impact of mental retardation, full rights for people with mental retardation, public policies to enhance integration, and awareness of sources of peril to the lives and freedom of people with mental retardation.

278. **Ellis, P. (1989). For our kids, going to the mall is a real education. American School Board Journal, 176(11), 38.**
The Storefront School for mentally disabled youth in Ottawa (Ontario) serves as both a classroom and a headquarters for students who are assigned work in the shopping mall. Visibility of the program makes the public more aware of the potential of the mentally handicapped.

279. **Emihovich, C. (1988). Introduction: Toward cultural pluralism: Redefining integration in American society. Urban Review, 20(1), 3-7.**
Reviews the four articles in this special theme issue. Relates the articles to a broadened understanding of the concept of integration and its implications for education in the next century.

280. **English, W. H. (1986). Comprehensive services for visually handicapped children in Wisconsin. Education of the Visually Handicapped, 18(3), 127-132.**
Wisconsin educational services for visually-impaired students include the Wisconsin School for the Visually Handicapped, the Educational Services Center for the Visually Impaired, and the Instructional Resource Center.

281. **Epps, S., & Lane, M. P. (1987). Assessment and training of teacher interviewing skills to program common stimuli between special and general education environments. School Psychology Review, 16(1), 50-68.**
The focus of this research was on teaching 1 generalization strategy, programming common stimuli, to special-education teachers so they could systematically gather information from general educators and use it to program for generalization. Results indicated that training increased the percentage of common stimuli information teachers gathered.

282. **Erwin, E. J. (1991). Guidelines for integrating young children with visual impairments in general educational settings. Journal of Visual Impairment and Blindness, 85(6), 253-260.**
Examines the literature on early childhood special education and education of children with visual impairments. Guidelines for integrating youngsters who are blind or visually impaired with their age-appropriate peers are included.

283. **Esposito, B. G. (1987). The effects of preschool integration on the development of nonhandicapped children. Journal of the Division for Early Childhood, 12(1), 31-46.**
Nine studies reporting child change data for nonhandicapped children participating in integrated preschool settings were analyzed in terms of methodology and specific classroom practices. The studies suffered from methodological weaknesses common to many early intervention efficacy studies. Documentation of child progress is only one measure of the effectiveness of integration.

284. **Esposito, B. G., & Koorland, M. A. (1989). Let those without bias cast the first stone: A reply to Fischgrund. Exceptional Children, 56(3), 268-270.**
The article responds to a criticism of a previous article by the authors and suggests the criticism is biased. They note the fallacy of value-free research, reject the allegation that their bias guided their research, and identify points of agreement and disagreement with the criticism.

285. **Esposito, B. G., & Koorland, M. A. (1989). Play behavior of hearing impaired children: Integrated and segregated settings. Exceptional Children, 55(5), 412-419.**
Compared the free-play behavior of 2 hearing impaired children (aged 3.5 and 5 yrs) in integrated (local daycare) vs segregated (special education classroom) in setting, using a multielement baseline design. Ss were observed using momentary time sampling of their play as they alternated from one setting to the other. Data were collected in each setting for various categories of play behavior. The categories were derived from the classic play categories of M. B. Parten (1932) and S. Smilansky (1968). Results indicate that the Ss engaged in more socially advanced play in the integrated setting.

286. **Evans, B., & Simmons, K. (1987). Exercises in integration. British Journal of Special Education, 14(3), 115-117.**
Normal children (average age 11, n=25) and multiply disabled children (aged 9-15, n=8) were integrated in physical education classes, emphasizing work with disabled-normal dyads. Girls were more willing than boys to accept disabled children into their groups, but during individual activities, boys were less reticent about making physical contact.

287. **Evans, E., & Richardson, R. C. (1989). Developing friendship skills: Key to positive mainstreaming. Journal of Humanistic Education and Development, 27(4), 138-151.**
Introduces a model that incorporates the skills needed for developing friendships, with the purpose being able to help students with disabilities and their nondisabled peers develop the skills necessary for forming lasting friendships. Concludes that positive mainstreaming will be achieved only when nondisabled students accept peers with disabilities.

288. **Evans, R. (1985). Editorial comment. Beyond the 1981 Education Act: The policy and practice of integration. Early Child Development and Care, 18(3-4), 141-150.**
Discusses the problems involved in integrating physically disabled children into ordinary schools in England. Problems of coordination with health agencies, divising educational plans, and modifying the school environment are illustrated through a case study of a disabled child. Other issues are teacher training, responsibility for preparing the transition, and enlisting the support of local authorities.

289. **Evans, R. (1990). Making mainstreaming work through prereferral consultation. Educational Leadership, 48(1), 73-77.**
Like many educational innovations, mainstreaming has suffered from inflated promises and inadequate resources. Effective prereferral consultation can help address these problems if supported by a comprehensive plan including

consultant selection, consultation training and support, administrative sanction, teacher training and support, parent education, and startup funding. Includes 13 references.

290. **Fabre, T. R., & Walker, H. M. (1987). Teacher perceptions of the behavioral adjustment of primary grade level handicapped pupils within regular and special education settings. Remedial and Special Education (RASE), 8(5), 34-39, 57.**
Comparison of behavior ratings of resource room (N=3) and regular (N=17) teachers of 29 elementary grade handicapped students found that regular teachers rated students as significantly more maladjusted than did resource room teachers. Correlations between the two sets of ratings were in the moderate range.

291. **Fagen, S. A. (1986). Least intensive interventions for classroom behavior problems. Pointer, 31(1), 21-28.**
Discusses implementation of the concept of "least intensive interventions" by classroom teachers in dealing with unacceptable behaviors by exceptional children who have been mainstreamed. The goal is to channel basic impulses or motivations into socially acceptable expressions. Establishment of classroom behavioral expectations, identification of desirable and deviant behavior, and intervention strategies are outlined based on the principle of least restrictive environment.

292. **Fagen, S., Graves, D., Healy, S., & Tessier-Switlick, D. (1986). Reasonable mainstreaming accommodations for the classroom teacher. Pointer, 31(1), 4-7.**
Discusses teacher skills required to implement the mainstreaming concept of least restrictive environment for handicapped children under the Handicapped Education Act of 1975 (Public Law 94-142). Focus is on the most important ingredient for mainstreaming success--respect for the classroom teacher. Teacher responsibilities are outlined, and criteria for determining reasonableness of classroom accommodation are described. Student performance accommodations (performance adaptation and performance modification) are delineated.

293. **Faigel, H. C. (1985). When the learning disabled go to college. Journal of American College Health, 34(1), 18-22.**
Federally mandated remedial education in elementary and secondary schools has prepared large numbers of students with learning disabilities for college. Varying approaches to accommodating disabled students chosen by colleges and universities are described and discussed.

294. **Farmer, R., and others. (1988). Individual staff training to increase the frequency of data collection in an integrated preschool program. Education and Treatment of Children, 11(2), 127-142.**
The study evaluated effects of a data collection inservice package on the frequency of collecting student progress data by four staff members in an integrated preschool program. Individualized instruction and feedback produced consistent increases in the amount of data collection, but minimal generalization to non-targeted children and maintenance at follow-up were indicated.

295. **Farnsworth, L. (1985). Jasen was handicapped but he knew how to get his own way. Learning, 14(1), 44-45.**
A teacher describes her experience trying to mainstream a manipulative disabled child and her techniques for demanding academic work from him.

296. **Fazelbhoy, R. S. (1989). Integrated education in India: Benefits and problems. Journal of Visual Impairment and Blindness, 83(1), 47-50.**
The article presents an historical review of specialized education for blind and visually impaired children in India and specifically addresses the issue of mainstreaming these students into integrated settings. Data and discussion of rural education projects and teacher training programs are outlined.

297. **Feather, B. L., and others. (1987). Teachers' self-perceived competence to teach clothing construction to mainstreamed students. Home Economics Research Journal, 16(2), 127-135.**
A questionnaire completed by 303 secondary home economics teachers in Missouri assessed their perceived competency to teach clothing construction to physically handicapped students. Results indicated that amount of teaching experience, personal clothing construction experience, and educational experience were significantly related to teachers' perceived competency to teach clothing construction to handicapped students.

298. **Featherstone, J. B., & Woods, H. (1986). Identifying attitudes to encourage change. Perspectives for Teachers of the Hearing Impaired, 4(4), 17-20.**
Two teachers describe their efforts to promote positive attitudes toward deaf and hearing impaired students through inservice training based on surveys of hearing students in kindergarten, grades one through five, and hearing teachers.

299. **Feldman, D., & Altman, R. (1985). Conceptual systems and teacher attitudes toward regular classroom placement of mildly mentally retarded students. American Journal of Mental Deficiency, 89(4), 345-351.**
Determined the effects of a teacher personality construct (abstract vs concrete conceptual system) and 2 pupil variables (race, school behavior) on 454 regular classroom teachers' attitudes toward mainstreaming. Following administration of the Conceptual Systems Test, Ss were randomly assigned a profile of a mildly mentally retarded student, which held pupil IQ and school achievement constant while varying pupil's race and school behavior. Ss responded on an integration inventory comprised of 3 subscales: Social-Psychological Classroom Environment, Self-Actualization, and Classroom Cohesiveness. Results indicate a significant main effect on the behavior variable and a significant Personality * Race interaction on all inventory dimensions, suggesting that Ss perceived maladaptive behavior of mainstreamed retarded students as a significant threat to a conducive instructional atmosphere and the capability of nonretarded students to achieve to their potential. Implications for inservice training for teachers are discussed.

300. **Fender, M. J., & Fiedler, C. (1990). Preservice preparation of regular educators: A national survey of curricular content in introductory exceptional children and youth courses. Teacher Education and Special Education, 13(3-4), 203-209.**
A national survey of 172 colleges and universities was conducted to determine the topical content of exceptional children curriculum for preservice regular education teachers. Of 15 content areas, the most heavily emphasized were characteristics of exceptional children, mainstreaming, facilitating positive attitudes toward exceptional children, and special education procedures.

301. **Ferguson, P. M. (1987). The social construction of mental retardation. Social Policy, 18(1), 51-56.**
Discusses how reform efforts have historically followed a pattern of de facto exclusion of people who are severely retarded. Examines "social constructivism" as a guiding philosophy of current disability forms and presents "critical theory" as alternative perspective for disability studies.

302. **Feuerstein, R. (1985). The importance of the role of assessment in successful integration programmes: A dynamic alternative to traditional psychometric approaches. Educational and Child Psychology, 2(3), 138-144.**
Discusses the Learning Potential Assessment Device (LPAD) as an alternative approach to the more traditional ways of assessing children and the importance of the role of assessment in successful integration programs. The LPAD represents a shift from a static goal of assessment to a dynamic goal in which the child's capacity to become affected or modified through planned investment is explored. This shift results from assessment procedure changes in the shape or structure of the assessment tools; test or assessment situation; shift from product to process; and ways in which results are interpreted. Structural cognitive modifiability, mainstreaming, and the educational psychologist's role are considered. The results of work with children with severe learning difficulties from several subcultures in Algeria, India, Georgia, and Ethiopia are noted.

303. **Fewell, R. R., & Oelwein, P. L. (1990). The relationship between time in integrated environments and developmental gains in young children with special needs. Topics in Early Childhood Special Education, 10(2), 104-116.**
135 children with special needs, 58 of whom had Down syndrome, were assigned to 1 of 3 levels of time (minutes) in mainstreamed environments. Ss were aged 36-131 mo. All Ss were enrolled in outreach sites of a model preschool program for children with Down syndrome and other developmental delays. Assessment was provided by the Classroom Assessment of Developmental Skills or the Developmental Sequence Performance Inventory. There were no significant differences between the 3 groups in rate of gains in any of the 6 domains assessed by the tests. When data were analyzed for Down syndrome Ss only, a single significant difference was found in the domain of expressive language, favoring children in sites with no integration.

304. **Fine, M., & Asch, A. (1988). Disability beyond stigma: Social interaction, discrimination, and activism. Journal of Social Issues, 44(1), 3-21.**
Critiques the assumptions about the nature and meaning of disability advanced in social-psychological writing, suggests the origins of these assumptions, and proposes a return to a Lewinian/minority-group analysis of the situation of people with disabilities. Introduces the other articles in this issue.

305. **Fink, D. B. (1987). Day care dilemma. Austin: A community responds. Exceptional Parent, 17(4), 42-46.**
The community of Austin, Texas has several programs for after school day care for students with disabilities, including: Extend-A-Care, where nondisabled peers participate in play and care activities with disabled children; summer camps for autistic children sponsored by the Parks and Recreation Department; and summer camps operated by the Easter Seals Rehabilitation Center.

306. **Fischgrund, J. E. (1989). A response to Esposito and Koorland: A bias in search of supporting data. Exceptional Children, 56(3), 266-268.**
The article criticizes a previous article on the play behavior of hearing-impaired children in integrated or segregated settings. It notes the use of terminology suggesting author bias against special class or school placement and failure to consider such variables as level of auditory function and availability of manual communication methods.

307. **Fisher, A., Monsen, J., Moore, D. W., & Twiss, D. (1989). Increasing the social integration of hearing-impaired children in a mainstream school setting. New Zealand Journal of Educational Studies, 24(2), 189-204.**
Evaluated an intervention designed to increase the requisite communication skills of 50 normal-hearing primary schoolchildren (NHs) on the social integration, in a playground setting, of 4 hearing-impaired mainstreamed children (HIs) in New Zealand. The 3 additive interventions studied were a signing class for NHs, novel play equipment, and a buddy system. These interventions increased interaction between NHs and HIs. Reports by NHs, HIs, and teachers provide suggestions concerning developmental trends and effects of the procedures used.

308. **Flaxbeard, R., & Toomey, W. (1987). No longer deaf to their needs. British Journal of Special Education, 14(3), 103-105.**
The difficulties experienced by deaf parents' hearing children (n=10) as they approached puberty were studied and compensatory education programs sought for them through residential and regular schools. The children exhibited conversational difficulties, memory problems, reasoning difficulties, and poor language comprehension. Children's communication with and attitudes toward their parents are discussed.

309. **Fleming, H., Dadswell, P., & Dodgson, H. (1990). Reflections on the integration of children with learning difficulties into secondary mathematics classes. Support for Learning, 5(4), 180-185.**
Describes a system adopted by the mathematics department (MD) of a comprehensive school to integrate children with special educational needs into regular math classes and provide equality of opportunity both socially and

academically. Math lessons were blocked in half-year groups of about 90 children in each half. Four teachers were available to teach children in mixed ability groups. Considerations were given to effective use of resources such as an individualized math scheme and computers; teaching styles; roles and responsibilities within the MD; monitoring and record keeping; and response to the national curriculum. In evaluating the effectiveness of the program after Year 1, 7 advantages were identified. It was planned to continue into Year 2 with the program.

310. **Fleming, L. A., Wolery, M., Weinzierl, C., & Venn, M. L. (1991). Model for assessing and adapting teachers' roles in mainstreamed preschool settings. Topics in Early Childhood Special Education, 11(1), 85-98.**
Measured the roles that teachers in early childhood programs for typical children assume while implementing ongoing activities. The intent was to determine ways that effective teaching strategies could be incorporated into teachers' existing behaviors. 20 teachers (10 Head Start and 10 early childhood) were observed during their usual implementation of activities, and their roles, time spent in each role; the number and type of changes were recorded. Eight roles were observed, including behavior manager, caregiver, co-player, instructor, materials manager, monitor, observer, and unavailable. Early childhood teachers engage in many roles and switch roles frequently. Data were used to propose a model for assessing teachers' roles when planning how to embed effective instructional strategies in their ongoing practices.

311. **Fleming, T. (1990). A century in the lives of three students: Some historical reflections on schooling for the normal, subnormal and gifted child in British Columbia, 1872-1972. B.C. Journal of Special Education, 14(2), 101-109.**
The article reviewed educational provisions and attitudes toward integration in serving normal, subnormal, and gifted children in British Columbia (Canada) at three times--1872, 1922, and 1972. Noted are effects of the liberal ethos in public education, the influence of politics, the vulnerability of educators to single interest groups, and tension between the ideals of universality and excellence.

312. **Flexer, C., and others. (1989). Preferential seating is NOT enough: Issues in classroom management of hearing-impaired students. Language, Speech, and Hearing Services in Schools, 20(1), 11-21.**
This article provides information from three areas critical to classroom success for mainstreamed hearing-impaired children: understanding hearing and the impact of hearing loss on classroom learning; promoting the use of signal-to-noise ratio enhancing equipment (typically Frequency Modulation units); and using educational management strategies which emphasize, rather than minimize, hearing.

313. **Flexer, C., & Wray, D. (1989). Hearing-impaired college students reach out to the community. Volta Review, 91(3), 157-162.**
Discusses the organization, implementation, and effectiveness of group meetings of a 5-yr-old community outreach program involving hearing-impaired (HI) college students, parents of HI children, and HI youngsters. Although these

meetings were initiated in an attempt to provide information, formal evaluation and observations revealed that sharing experiences and feelings were the most important gains made.

314. **Forest, M. (1986). Education integration. Entourage, 1(1), 19-23.**
Discusses integration of children with handicaps into regular classrooms. A French translation of this paper is presented.

315. **Forest, M. (1986). Just one of the kids. Entourage, 1(2), 20-23.**
The interview with a Toronto primary grade teacher considers her reactions to the integration of two wheelchair bound children integrated into her class. Considered are discussions to prepare the class prior to the placement, activities to fully integrate the children, and management of one child's frequent seizures.

316. **Forest, M., & Lusthaus, E. (1990). Everyone belongs with the MAPS action planning system. Teaching Exceptional Children, 22(2), 32-35.**
The article describes the MAPS (Map Action Planning System) to plan for and facilitate successful placement of almost all children in regular classes. Application of the system with a severely mentally retarded child integrated into a Canadian seventh grade is reported.

317. **Forman, E. A. (1988). The effects of social support and school placement on the self-concept of LD students. Learning Disability Quaterly, 11(2), 115-124.**
The effects of social support and school placement on 51 learning-disabled elementary and secondary students were assessed. Students with higher levels of perceived social support scored higher in general self-worth, athletic competence, scholastic competence, and behavioral conduct than students with fewer social supports. School placement was not related to self-concept.

318. **Forness, S. R., & MacMillan, D. L. (1989). Mental retardation and the special education system. Psychiatric Annals, 19(4), 190-196.**
Discusses trends and issues in current special education programs and procedures to assist psychiatrists in the effective delivery of interdisciplinary services to mentally retarded children and adolescents. Issues discussed include classification and prevalence of mental retardation, identification and diagnosis, individual educational plans, and mainstream schooling. It is noted that interdisciplinary training of special education teachers and child psychiatrists is increasing.

319. **Foster, C. G. (1986). Project SERT: Special education training for regular educators of Native Americans. Rural Special Education Quarterly, 8(1), 23-25.**
The Bureau of Indian Affairs' Chinle Agency is responsible for the education of 3,500 Navajo children; 230 are special education students. A questionnaire revealed that regular teachers felt inadequately prepared to teach the special education student. Project SERT provided 45 hours of graduate level instruction in special education knowledge and skills.

320. **Foster, C. G. (1988). Special education program for Native American exceptional students and regular program staff. Rural Special Education Quarterly, 8(3), 40-43.**
The Tuba City Boarding School, a western Navajo Agency facility in northern Arizona, initiated a summer program that provided instruction to special education students and special education knowledge and skills for regular teachers who had exceptional students mainstreamed into their classrooms. The program resulted in improved teacher-student relationships and student achievement.

321. **Foster, S. (1988). Life in the mainstream: Deaf college freshmen and their experiences in mainstreamed high school. Journal of the American Deafness and Rehabilitation Association, 22(2), 27-35.**
Interviewed 15 deaf 1st-yr college students on their experiences with mainstreaming in high school. Interview topics included classroom experiences, interactions with teachers, participations in school activities, and relationships with other students. Ss encountered challenges to their academic success in mainstreamed classes, ranging from teachers who were unaware of or unresponsive to the Ss' needs to difficulties associated with group discussion and team projects. Social mainstreaming may be more difficult to achieve than academic mainstreaming, since deaf students are frequently on their own when attempting to initiate or sustain relationships with peers.

322. **Foster, S. (1989). Reflections of a group of deaf adults on their experiences in mainstream and residential school programs in the United States. Disability, Handicap and Society, 4(1), 37-56.**
Conducted open-ended, in-depth interviews with 25 graduates (aged 25-46 yrs) from the National Technical Institute for the Deaf at Rochester Institute of Technology. Findings show that Ss who were mainstreamed described obstacles to their academic and social integration in school, including inadequate support services, and teachers and classmates who were unaware of or unresponsive to their special communication needs. Ss who attended schools for the deaf frequently complained about the quality of education they received, but expressed fewer concerns about the social life. It is suggested that both kinds of school experiences play a critical role in the socialization of deaf people and the development of the deaf community.

323. **Fox, C. L. (1989). Peer acceptance of learning disabled children in the regular classroom. Exceptional Children, 56(1), 50-59.**
Low socially accepted learning-disabled intermediate-grade students (N=86) were paired with 86 high socially accepted, nonhandicapped classmates for 8 weeks in 4 groups: mutual interest group, cooperative academic task group, Hawthorne effect/control group, and classroom control group. Evaluated were changes in classmates' ratings of learning-disabled students' social acceptance.

324. **Fradd, S. H., & Correa, V. I. (1989). Hispanic students at risk: Do we abdicate or advocate? Exceptional Children, 56(2), 105-110.**
Specific interventions such as English language instruction and bilingual education are needed to enable limited-English-speaking students with disabilities to enter the mainstream. Obstacles include lack of awareness of needs and limited personnel training programs that include cross-cultural communication. Transdisciplinary teaming is a cost-effective, appropriate way to expand needed services.

325. **Fradd, S. H., and others. (1987). Teacher competencies in the mainstreaming process. Journal of Classroom Interaction, 22(1), 31-40.**
This study had two purposes: first, to add to the body of knowledge about instructional practices that promote disabled learners' success in regular education programs and second, to enable researchers to pilot the use of a state-adopted instrument for teacher observation.

326. **Frank, G. (1988). Beyond stigma: Visibility and self-empowerment of persons with congenital limb deficiencies. Journal of Social Issues, 44(1), 95-115.**
Study of three adults with severe multiple congenital limb deficiencies does not support Goffman's theory of stigma. For them, self-display is a strategy for self-empowerment in which the primary focus is the experience of the person with disabilities rather than the reactions of people who are "normal".

327. **Franklin, M. E., and others. (1987). Effective teaching strategies used with the mildly handicapped in the mainstream. Focus on Exceptional Children, 20(3), 7-11.**
The article explores evidence of the benefits and limitations of four instructional strategies (direct instruction, classroom management, cooperative grouping, and metacognition) on the successful integration of mildly handicapped children in the mainstream.

328. **Franks, F. L., & Glass, R. (1985). Microslide cassette programs for low vision students. Education of the Visually Handicapped, 17(1), 11-16.**
Describes the Microslide cassette materials that can be successfully utilized by most visually handicapped students mainstreamed in regular life-sciences courses. Each set of materials contains 20 strips of 8 Microslide views, a Micro-Slide-Viewer, cassette tapes to accompany each of the Microslide strips, and print copy of the recorded script for low-vision students. The materials are adapted for audio-tutorial learning--the self-instructional tapes allow the students to focus their full attention on use of the microscope without having to shift to and from a large-type braille page.

329. **Fransella, F. (1985). The development of attitudes to prejudice: A personal construct psychology view. Educational and Child Psychology, 2(3), 150-156.**
Presents the personal construct theory (PCT) of G. A. Kelly (1955) as it relates to prejudice, with focus on attitudes toward the disabled. In the context of PCT, prejudice is the development of constellatory construing, which relates to prejudging what a person will be like given 1 variable. Strategies for dealing with stereotyped construing are reviewed from work with adult stutterers, physically handicapped adults, and others. PCT leads psychologists to surpass trait labels (constellatory or stereotyped construing) and seek out the person behind the behavior. PCT also suggests why the attainment of a person-centered approach to those construed as different is so difficult. By placing the problem within ourselves rather than in those with disabilities, we might be better able to adopt a more personally-involving stance toward the disabled.

330. **Fredericks, B. (1986). I helped my son into the mainstream. Exceptional Parent, 16(5), 14,16-17.**
A parent describes how presenting information on what it is like to have a disability to his son's teacher and fifth grade classmates helped his Down Syndrome son to adjust to a new school and achieve acceptance. The success of this strategy should encourage other parents to make comparable efforts.

331. **Fredericks, B. (1987). Tim becomes an eagle scout. Exceptional Parent, 17(2), 22-23, 25-27.**
A parent recounts his Downs Syndrome son's integration into a regular Boy Scout troop and subsequent earning of the Eagle rank. His Eagle project involved speaking about his disability in local elementary, junior high, and senior high schools. Policies of the Boy and Girl Scout organizations concerning disabled members are summarized.

332. **Frederickson, N., & Woolfson, H. (1987). Integration: The social dimension. Educational Psychology in Practice, 3(2), 42-48.**
Studied the social integration of 7 physically handicapped (PH) children (aged 9 yrs 5 mo to 12 yrs) in a mainstream setting. Equal numbers of children from an additional studies unit (ASU), in addition to a mainstream group, comprised 2 comparison groups. In terms of behavioral observations, the mainstream and ASU groups did not differ on any measures (e.g., time spent alone, with adults, or with one mainstream peer; amount of negative interaction), but the PH Ss differed from the others in spending more time interacting with another PH child and less time interacting in groups. Sociometric data reveal significantly lower social acceptance and peer popularity of the PH Ss.

333. **Freeman, R. D., Goetz, E., & Richards, D. P. (1989). Thoughts from Canada: Starting school -- emotional considerations. Child Care, Health, and Development, 15(1), 65-67.**
Discusses the network of government and private agencies that has made it possible for visually impaired Canadian children to enter and continue in the regular school system with relatively few adjustment problems.

334. **Freiberg, H. J., Brady, M. P., Swank, P. R., & Taylor, R. D. (1989). Middle school interaction study of mainstreamed students. Journal of Classroom Interaction, 24(2), 31-42.**
Examined the effects of a staff development intervention incorporating systematic feedback, self-assessment, classroom management strategies, strategies for mainstreamed and low-achieving students, and application of teacher effectiveness research. 42 middle school social studies teachers participating in the program were observed by 14 trained observers in the classroom. Results indicate that the staff development program improved teacher-to-student and student-to-teacher interaction.

335. **French, D. B., & MacDonnell, B. M. (1985). A survey of questions posed by regular classroom teachers integrating hearing impaired students in Nova Scotia and New Brunswick. ACEHI Journal, 11(1), 12-23.**
Surveys of teachers of mainstreamed hearing impaired students revealed that information on hearing loss in general, techniques for attaining comprehension, expectation levels for hearing impaired students, effective techniques in teaching

and managing behavior, and the use and effectiveness of amplifactions were the primary areas of concern.

336. **Friedman, C. T. (1989). Integrating infants. Exceptional Parent, 19(1), 52-57.**
Integrating infants with visual impairments into playgroups for nonhandicapped infants and their parents has been successfully accomplished and offers benefits to both infants and parents. A model demonstration project, "Parents and Visually Impaired Infants Project," integrated infants into a community program involving play, music, and snack time.

337. **Friedman, D. L., Cancelli, A. A., & Yoshida, R. K. (1988). Academic engagement of elementary school children with learning disabilities. Journal of School Psychology, 26(4), 327-340.**
Observed 24 mainstreamed children (aged 8-12 yrs) with learning disabilities in both the regular class and the resource room. Student behaviors relating to academic engagement and the situational contexts in which they occurred were coded. Significant differences in rate of engagement were found for classroom setting, type of instruction, and level of peer involvement, indicating that degree of attending was not stable but a function of the context in which it occurred.

338. **Fritz, M. F. (1990). A comparison of social interactions using a friendship awareness activity. Education and Training in Mental Retardation, 25(4), 353-359.**
The effects of a friendship awareness activity on frequency and type of social interactions between elementary students with mental retardation and their nonhandicapped peers were evaluated. Results indicated that the one-time friendship awareness activity was inadequate to produce changes in social interactions.

339. **Fuchs, D., et al. (1990). Prereferral intervention: A prescriptive approach. Exceptional Children, 56(6), 493-513.**
Forty-three general educators were assigned to one of three versions of the Behavioral Consultation model, to assess the model's effects on problem behavior of difficult-to-teach intermediate-grade students. Observations of student behavior indicated that more inclusive Behavioral Consultation versions exerted stronger effects than the least inclusive variant in reducing problem behavior.

340. **Fuchs, D., Fuchs, L. S., Gilman, S., Reeder, P., et al. (1990). Prereferral intervention through teacher consultation: Mainstream assistance teams. Academic Therapy, 25(3), 263-276.**
Describes a 3-yr mainstream assistance teams (MAT) project in which prereferral intervention (i.e., a teacher's modifications of instruction or classroom management to better accommodate a difficult-to-teach pupil (DTTP)) is embedded within a larger process of teacher consultation, known as behavioral consultation. MAT interventions are prescriptive, student-directed, and designed to transfer to additional school settings. Preintervention, intervention, and postintervention phases of activity are outlined. Observation data and teacher ratings for 103 DTTPs indicate that the intervention reduced the frequency of most DTTPs' problem behavior and caused a majority of teachers to become more positive toward DTTPs.

341. **Fuchs, D., & Fuchs, L. S. (1988). Response to Wang and Walberg. Exceptional Children, 55(2), 138-146.**
This paper refutes the arguments of Margaret Wang and Herbert Walberg in their support of the Adaptive Learning Environments Model (ALEM) and the General Education Initiative. It focuses on the small number of ALEM implementations and replications, weaknesses of the research and evaluations supporting ALEM, and other specific criticisms.

342. **Fuchs, D., Fuchs, L. S., Fernstrom, P., & Hohn, M. (1991). Toward a responsible reintegration of behaviorally disordered students. Behavioral Disorders, 16(2), 133-147.**
Evaluated the effectiveness of a reintegration process combining transenvironmental programming, student-directed interventions, and collaborative consultation. Case-by-case reintegration was implemented as part of an investigation involving 20 children (aged 9-13 yrs) with behavioral disorders enrolled in a special school. Evaluative data supported its effectiveness. However, Ss were not randomly assigned to project and nonproject groups. This and other considerations render the findings suggestive and compel the description of the investigation as heuristic rather than representing evidence of a tried-and-true technology for the integration of students with disabilities.

343. **Fuchs, D., and others. (1990). Mainstream assistance teams: A scientific basis for the art of consultation. Exceptional Children, 57(2), 128-139.**
Comparison of short and long duration consultant-driven prereferral interventions with 60 general elementary educators, 60 pupils with special needs, and 22 consultants found that both variants were equally effective in improving teacher perceptions of their students and in decreasing referrals for testing and possible special education placement.

344. **Fulcher, G. (1986). Australian policies on special education: Towards a sociological account. Disability, Handicap and Society, 1(1), 19-52.**
The discussion analyzes Australian national and four state policies from a sociological perspective. Written policies are examined along several dimensions, including various integrationist positions. In addition, the article considers other aspects of these policies which have social and sociological significance, including their social control implications.

345. **Fulcher, G. (1990). Students with special needs: Lessons from comparisons. Journal of Education Policy, 5(4), 347-358.**
The theme and topic of students with special needs should be examined from social theoretical platforms, rather than special education frameworks; a sociopolitical approach based on discourse theorizing is especially useful. Recent research shows that the students with special needs concept is an invalid approach to educational equity. Includes 63 references.

346. **Gallagher, J. J. (1990). New patterns in special education. Educational Researcher, 19(5), 34-36.**
Reviews Lipsky and Gartner's book, "Beyond Separate Education: Quality Education for All," and Biklen, Ferguson, and Ford's book, "Schooling and Disability: (NSSE Yearbook Series)." Discusses the shared opinion that the

direction of reform should be toward the integration of handicapped children into the regular school program.

347. **Gallagher, P. A. (1985). Inservice: A mandated special education course and its effects on regular classroom teachers. Teacher Education and Special Education, 8(2), 59-65.**
The article describes one instructor's delivery of a graduate level course on exceptional learners in regular classrooms as well as the positive effects enjoyed by participating school personnel, many of whom entered this inservice training with negative attitudes.

348. **Gallagher, W. F. (1988). Categorical services in the age of integration: Paradox or contradiction? Journal of Visual Impairment and Blindness, 82(6), 226-229.**
The article claims that (1) categorical services are essential to fully help the blind and visually impaired population maintain what progress has been made; and (2) that the rehabilitation system cannot disregard the fact that the unique needs of the visually impaired require the services of specialized professionals.

349. **Gallegos, E. M. (1989). Beyond "Board of education v. Rowley": Educational benefit for the handicapped. American Journal of Education, 97(3), 258-288.**
Reviews 100 lower court decisions since the 1982 U.S. Supreme Court ruling that mandated access to education for handicapped students. Concludes that the courts have remained willing to support parents in obtaining services for their handicapped children.

350. **Galloway, D. (1988). INSET and the whole-school approach. British Journal of Special Education, 15(4), 173-175.**
British educational policy on inservice training has established as a priority the training of classroom teachers to meet special educational needs of their students, using a curriculum-focused, whole-school approach. Three issues require consideration in the policy's implementation: academic organization, social climate of the school, and teachers' job satisfaction.

351. **Galloway, D. (1985). Meeting special educational needs in the ordinary school? Or creating them? Maladjustment and Therapeutic Education, 3(3), 3-10.**
Discusses the use of labeling and some of the counterproductive approaches to educating children with special needs in mainstream schools. It is argued that much professional time and effort is misguided toward having the child adjust to the demands of the school rather than having the teacher adjust to the child's special needs. Research in England and New Zealand is cited that suggests that special needs are frequently created rather than met in the schools. Evidence from this research indicates that a child's problems depend less on educational/familial background on entering the school than on experiences after admission. Schools accepting responsibility for developing constructive instructional approaches for their own pupils are seen as more successful. A whole-school approach is described that uses less labeling (e.g., remedial) and decentralizes responsibility for instruction, guidance, and discipline. The positive implications of not focusing responsibility on the specialist are seen as important to this overall approach.

352. **Galloway, D. (1985). School effectiveness, special educational needs and educational psychologists.** **Educational and Child Psychology, 2(3), 46-51.**
Discusses school effectiveness, special education needs, and the role of educational psychologists; reviews evidence that the prevalence of special educational needs in a school depends more on variables within the school than on cognitive or social characteristics of the school's students and identifies aspects of policy and practice that may contribute to or create learning and behavioral problems that lead to the conclusion that a child has special needs. The characteristics of some highly successful schools, how these schools may inhibit the development of these problems, and the implications for educational psychologists are presented.

353. **Gans, K. D. (1985). Regular and special educators: Handicap integration attitudes and implications for consultants.** **Teacher Education and Special Education, 8(4), 188-197.**
One-hundred twenty-eight regular and 133 special educators responded to a questionnaire on mainstreaming. The two groups were similar in their attitudes. Regular educators displayed more negative attitudes, but the differences rarely reached significance. Group differences became more apparent when attitudes concerning specific handicapping conditions were addressed.

354. **Gans, K. D. (1987). Willingness of regular and special educators to teach students with handicaps.** **Exceptional Children, 54(1), 41-45.**
Regular educators (N=128) and special educators (N=133) in 21 Ohio school districts responded to a questionnaire regarding handicap integration. Willingness of regular educators to teach handicapped students depended more heavily on demographic variables (e.g., total number of years teaching); willingness of special educators depended more on attitudinal variables.

355. **Gans, K. D., & Flexer, R. W. (1985). Preliminary needs assessments for regular classroom placement for students with handicaps.** **School Psychology International, 6(4), 229-234.**
127 teachers from 2 Ohio school districts were surveyed regarding their attitudes toward the integration of handicapped children into their classrooms. Questionnaire items were developed from the literature and from results of interviews with the administrative staff regarding the concerns of the general education teacher. Analysis revealed 7 clusters of items accounting for 65% of the variance. Further analysis showed that 2 factors--Appropriate Placement and Classroom Management-- were predictive with 79% accuracy when combined with items regarding teacher perceptions of the benefit of full-time regular classroom placement, teaching experience with the handicapped, and resource awareness of Ss willing or unwilling to teach students with handicaps. (28 ref).

356. **Garbe, B., & Rodda, M. (1988). Growing in silence - The deaf adolescent.** **ACEHI Journal, 14(2), 59-69.**
This paper discusses problems faced by deaf adolescents in the areas of communication skills, education, the impact of mainstreaming, social interaction, the development of social life, and personal identity and behavior. The problems of deciding on communication methods and on a cultural identity complicate life for hearing-impaired adolescents.

357. **Gargiulo, R. M., & Batson, J. (1985). EPIC School: An adventure in the least restrictive alternative. Education, 105(4), 394-395.**
Describes the Educational Program for the Individual Child (EPIC), a public school in Birmingham, Alabama, designed to accommodate both the learning and physical needs of a wide variety of handicapped and nonhandicapped students, aged 3-15 yrs. The philosophy of the school, which focuses on the individual worth of each pupil, is outlined.

358. **Garnett, J. (1988). Support teaching: Taking a closer look. British Journal of Special Education, 15(1), 15-18.**
Support teaching for children with special needs in regular classrooms in Great Britain is discussed. Focus is on a definition of classroom support, tutorial support, an example of in-class support, influencing factors for effective classroom support, and the role of the support teacher.

359. **Garnett, K. (1987). Math learning disabilities: Teaching and learners. Journal of Reading, Writing, and Learning Disabilities, International, 3(1), 1-8.**
Suggests that difficulties encountered by learning disabled (LD) students in solving mathematical (MATH) problems are related to shortcomings in the approach to the teaching of mathematics. It is argued that MATH activities need to be planned as the regular focus for direct attention and plotted as frequent responses to real-life problems; also that the scope of mathematics teaching should be broadened to include more than basic computations for both mainstream and LD students. Early indicators of developmental MATH disability include poor counting skills, and not performing basic cognitive/developmental tasks such as seriation, classification, and conservation of quantity. These have implications for teachers of LD students.

360. **Gartner, A., & Lipsky, D. K. (1987). Beyond special education: Toward a quality system for all students. Harvard Educational Review, 57(4), 367-395.**
Reviews the first decade of the Education for All Handicapped Children Act and evaluates the process of providing education to handicapped students. Examines changes in the place of the disabled in American society. Argues that a single educational system, special for all students, is needed.

361. **Garvar-Pinhas, A., & Schmelkin, L. P. (1989). Administrators' and teachers' attitudes toward mainstreaming. Remedial and Special Education (RASE), 10(4), 38-43.**
Examined the factors underlying attitudes toward mainstreaming (MS) of 247 educators (elementary school principals (EPs), special education administrators (SEAs), classroom teachers (CLTs), and special education teachers (SETs)) with regard to MS's effects on handicapped and nonhandicapped students, teachers, and administrators. A Socioemotional Concerns subscale revealed that SEAs and CLTs had the most positive attitudes toward MS, followed by EPs and SETs. On an Academic Concerns subscale, CLTs exhibited the least positve attitudes toward MS, followed by SETs. SETs and SEAs had the least positive attitudes on an Administrative Concerns subscale.

362. **Gavron, S. (1989). Surviving the least restrictive alternative. Strategies, 2(3), 5-6.**
Factors to consider when a disabled student is integrated into a physical education class are discussed as well as specific ways to accommodate students with disabilities in an integrated physical education setting.

363. **Gaylord-Ross, R. (1987). School integration for students with mental handicaps: A cross-cultural perspective. European Journal of Special Needs Education, 2(2), 117-129.**
The status of the integration of students with mental retardation into regular schools in four European countries (Italy, West Germany, Switzerland, and England) is described, and possible variables influencing the change of systems are identified.

364. **Gaylord-Ross, R. (1987). Vocational integration for persons with mental handicaps: A cross-cultural perspective. Research in Developmental Disabilities, 8(4), 531-548.**
The article presents a report, based on a five-month visit, of vocational integration of persons with mental handicaps in five Western European countries: Denmark, Great Britain, Italy, Switzerland, and West Germany.

365. **Geers, A., & Moog, J. (1989). Factors predictive of the development of literacy in profoundly hearing-impaired adolescents. Volta Review, 91(2), 69-86.**
A study of reading, writing, spoken and signed language, speech perception and production, and cognition of 100 profoundly hearing-impaired students in oral and mainstream high school programs suggest that hearing-impaired students have much higher potential for literacy than previously reported, and that the primary predictor is English-language competence.

366. **Gelzheiser, L. M. (1987). Reducing the number of students identified as learning disabled: A question of practice, philosophy or policy? Exceptional Children, 54(2), 145-150.**
Notes that when children fail to meet standards for achievement and behavior set by a classroom teacher, they may be identified as learning disabled. Recently, because of rising identification rates and evidence of overidentification, it has been suggested that those who fail to meet expectations should be accommodated by modifying classroom instruction. It is argued that the pertinence of such a suggestion may not be recognized because of the medical model of disability held by most educators. Accommodation to difference is consistent with a minority model of disability. It is concluded that efforts to reduce the number of students identified as learning disabled would be more successful if they were advocated within a minority view of disability.

367. **Gelzheiser, L. M., & Meyers, J. (1990). Special and remedial education in the classroom: Theme and Variations. Journal of Reading, Writing, and Learning Disabilities, International, 6(4), 419-436.**
Eight examples of "pull-in" reading instruction are described, including side-by-side reading programs, mixed pull-in and pull-out instruction; and team teaching using basal materials, literature, and cooperative learning. The paper also

describes the process of selecting classrooms for pull-in instruction, strategies for encouraging teacher participation, and advantages and problems.

368. **Gent, P. J., & Mulhauser, M. B. (1988). Public integration of students with handicaps: Where it's been, where it's going, and how it's getting there. Journal of the Association for Persons with Severe Handicaps, 13(3), 188-196.**
This article addresses integrated education for disabled students from both legal and educational perspectives. Variables critical to integration, including the influence of the media, the need for increased dissemination of legal and educational findings, the need for well-developed individualized education programs, and a critical examination of the existing data base are discussed.

369. **George, M. P., & George, N. L. (1987). Transporting behaviorally disordered adolescents: A descriptive analysis. Behavioral Disorders, 12(3), 185-192.**
The observational study examined the frequency and severity of misbehaviors of 98 behaviorally disordered adolescents on both mainstreamed and categorical bus transportation arrangements. Data indicated a dramatic increase in frequency and severity of misbehavior during the period of categorical transportation with a parallel increase in the number of administrative interventions.

370. **George, N. L., & Lewis, T. J. (1991). EASE: Exit assistance for special educators--helping students make the transition. Teaching Exceptional Children, 23(2), 34-39.**
This program for reintegrating students with disabilities into the mainstream involves data-based decisions during the following phases: long-range planning, assessing the less restrictive setting, approximating new placement routines, assessing student readiness, the transition, followup, and evaluation. A checklist for assessing the less restrictive setting is provided.

371. **Gerlovich, J. A. (1986). Teaching handicapped students in a litigious society. Journal of Chemical Education, 63(8), 717-718.**
Addresses some concerns about the safety of handicapped students in school science laboratories, along with some of the litigating factors involved in not addressing those concerns. Offers some general suggestions for teachers in working with handicapped students, and describes specific laboratory teaching approaches for students with different types of disabilities.

372. **Gersten, R. (1991). Apprenticeship and intensive training of consulting teachers: A naturalistic study. Exceptional Children, 57(3), 226-236.**
The study compared the effects of an intensive apprenticeship training experience provided to two consulting teachers with the standard training provided six consulting teachers. Significant differences were found in favor of the intensively trained teachers in all aspects of instructional improvement.

373. **Gething, L. (1986). International Year of Disabled Persons in Australia: Attitudes and Integration. Rehabilitation Literature, 47(3-4), 66-70.**
The article assesses the effects of the International Year of Disabled Persons (IYDP) on attitudes and integration in Australia and compares the effects of direct

close contact with disabled people. Questionnaires administered before and after IYDP suggest the Year provided increased awareness but little attitude or increased integration.

374. **Gfeller, K. (1989). Behavior disorders: Strategies for the music teacher. Music Educators Journal, 75(8), 27-30.**
Suggests steps for facilitating the integration of students with emotional or behavioral disorders into the regular music classroom. Recommends easing mainstreaming by: (1) setting up systematic placement procedures; (2) providing adequate classroom structure; (3) "generalizing" programs used in special education; and (4) attending to the students' academic deficits.

375. **Gibb, C., & Donkersloot, P. (1991). Planning de-segregation. British Journal of Special Education, 18(1), 33-35.**
This papers reports on the "de-segregation" of students with disabilities, focusing on processes occurring before pupils actually enter the mainstream. De-segregation involves identifying target children, discussing the situation among staff members, evaluation by educational psychologist, discussing with parents and the child, selecting a mainstream school, and reviewing after six weeks of mainstreaming.

376. **Gibb, C. M., & Flavahan, R. P. (1987). What distinguishes integrated and segregated physically disabled pupils. Educational Research, 29(1), 3-11.**
Using an analytic survey design, 8 factors hypothesized to distinguish between integrated and segregated physically disabled pupiis were tested with 2 groups of 12 physically disabled children (aged 5-15 yrs). Group 1 attended ordinary schools; Group 2 attended a special school for disabled children. Ss were rated by professionals during home visits with parents. Three factors distinguished between the groups: parents' preferences, children's preferences, and educational achievement. Severity of physical disability, parents' action, therapy amount, family circumstances, and professional preferences did not distinguish between groups.

377. **Gilbert, F. (1986). Integrated education in Quebec: Breaking the barriers. Entourage, 1(4), 6-10.**
Describes the historical context and efforts of the Quebec Association for the Mentally Handicapped in Canada, which promotes educational and social integration of mentally handicapped persons. The multifaceted program is largely run by parents of handicapped children.

378. **Giles, C., & Dunlop, S. (1986). Changing direction at Tile Hill Wood. British Journal of Special Education, 13(3), 120-123.**
A whole-school approach to meeting special needs is reflected in organizational changes at a girls' comprehensive school in England committed to mixed-ability teaching. The roles of the coordinator for special needs, education psychologist, key teachers in subject departments, and special needs support teachers are described.

379. **Gillies, P., & Shackley, T. (1988). Adolescents' views of their physically handicapped peers: A comparative study. Educational Research, 30(2), 104-109.**
Conducted a questionnaire and interview study of the attitudes of 208 14-yr-olds toward their physically handicapped peers. Ss from a school practicing a policy of mainstreaming were more likely than Ss from a school that did not practice mainstreaming to think that the physically handicapped were clever, friendly, capable in domestic situations, and approachable in social circumstances. Findings support the view that mainstreaming makes a significant contribution toward the social acceptance of the physically handicapped.

380. **Gillis-Olion, M., & Olion, L. (1985). Preparing early childhood educators and paraprofessionals to work with mainstreamed handicapped children. Early Child Development and Care, 21(4), 291-304.**
Describes a successful training model for early childhood educators (Grades K-three) and paraprofessionals who are unprepared to work with mainstreamed handicapped children. Specifically discussed are program goals and objectives; training modules; training activities; on-site visitation; evaluation; and discussion and recommendations.

381. **Gillmore, J. L., & Farina, A. (1989). The social reception of mainstreamed children in the regular classroom. Journal of Mental Deficiency Research, 33(4), 301-311.**
Each of 36 5th-grade boys interacted with 1 of 3 male confederates and 36 8th-grade boys interacted with 1 of 3 other male confederates. The confederate was presented to the Ss as an ordinary child, as a mentally retarded child, or as an emotionally disturbed child who might soon attend their school, and the S was asked to estimate how the confederate would fit into the school. After the interaction, the S was questioned about the confederate. Behavioral measures showed that the Ss in the mentally retarded and emotionally disturbed conditions behaved in a less friendly and more anxious manner than in the control condition. They also wanted more social distance from the "retarded" and "disturbed" confederate and expected their peers to be more rejecting toward them relative to the control condition. Essentially the same results were obtained for 5th- and 8th-grade boys, and little difference was found between the 2 types of mental handicaps.

382. **Gindis, B. (1986). Special education in the Soviet Union: Problems and perspectives. Journal of Special Education, 20(3), 379-384.**
A review of theories and practices of contemporary special education in the Soviet Union focuses on the current state and tendencies in development of basic theoretical concepts, methods of screening, and organizational structure of special education and compares these with American theoretical considerations and practical approaches.

383. **Givens-Ogle, L., et al. (1989). Data-based consultation case study: Adaptations of researched best practices. Teacher Education and Special Education, 12(1-2), 46-51.**
This article describes a pilot program implemented in San Juan to keep mildly handicapped and at-risk students in mainstream classrooms by providing

collaborative consultation services through a school-site team approach, using data-based instruction to measure student progress in reading and social behavior change.

384. **Gloeckler, L. C. (1991). Fostering integration through curriculum development. Teaching Exceptional Children, 23(3), 52-53.**
A program of curriculum revision at the state level is described including objectives such as increasing awareness of all students regarding disabilities and revising instructional methods to meet the needs of students with disabilities in regular settings. Coordination, training efforts, and expected results are considered.

385. **Glomb, N. K., & Morgan, D. P. (1991). Resource room teachers' use of strategies that promote the success of handicapped students in regular classrooms. Journal of Special Education, 25(2), 221-235.**
Resource room teachers (n=878) indicated their extent of use of 19 strategies associated with promoting the success of mainstreamed handicapped students and indicated barriers to effective service delivery. Teachers attached a high degree of importance to use of the strategies, but reported only moderate use.

386. **Goins, B. (1990). ERIC/EECE Report: Effective teachers and teaching skills. Childhood Education, 66(5), 347-348.**
Briefly describes ERIC documents and journal articles that pertain to teaching in elementary and middle school. Teaching methods and characteristics of successful teachers are described.

387. **Goldberg, D., Niehl, P., & Metropoulos, T. (1989). Parent checklist for placement of a hearing-impaired child in a mainstreamed classroom. Volta Review, 91(7), 327-332.**
Describes a checklist developed for parents of hearing-impaired children to use when evaluating a prospective mainstreamed classroom for their child. Areas for assessment included in the checklist are physical environment, teacher, attitude of school, information regarding the student, and special services.

388. **Goldstein, H., & Ferrell, D. R. (1987). Augmenting communicative interaction between handicapped and nonhandicapped preschool children. Journal of Speech and Hearing Disorders, 52(3), 200-211.**
Evaluation of a peer-mediated intervention which promoted communicative interaction by handicapped preschoolers through the teaching of facilitative strategies to three handicapped and three nonhandicapped students revealed increases in response rates of handicapped subjects during free play and maintenance (without initial prompting) of peer strategy use throughout the study.

389. **Goldstein, H., and others. (1988). Effects of sociodramatic script training on social and communicative interaction. Education and Treatment of Children, 11(2), 97-117.**
Two experiments with eight language handicapped and four nonhandicapped preschool children examined the process of training preschool children to act out themes and exchange roles according to sociodramatic play scripts. Results suggested that such a program may benefit both handicapped and nonhandicapped children by enhancing interaction and language learning opportunities.

390. **Goler, B. (1990). Computer use with children with special educational needs in primary schools. British Journal of Special Education, 17(2), 66-68.**
The study surveyed 48 teachers in British primary schools concerning the use of computer-assisted learning by children with special educational needs in mainstream settings. Findings are reported concerning computer/pupil ratio, computer time for these children, teachers' knowledge of software, classroom practices, effects of increased computer time, and record keeping.

391. **Goodman, G. (1990). Utilizing the paraprofessional in the mainstream. Support for Learning, 5(4), 199-204.**
Discusses ways in which paraprofessionals (PPs) or instructional assistants may help regular teachers in their task of reintegrating handicapped children mainstreamed due to the passage and implementation of Public Law 92-142. A model is provided for training and utilizing the PPs, which is consistent with the role definition of classroom teachers. The PP serves an integral part of the instructional team through shared responsibility in the area of learning facilitation. Competencies of the teacher and the PP are identified. The PP must be able to develop and/or select daily elements of the curriculum as defined in an individualized educational plan, deliver instruction, provide for remedial experiences, and monitor a child's progress.

392. **Goodman, G., and others. (1989). The buddy system: A reintegration technique. Academic Therapy, 25(2), 195-199.**
A buddy system was used to help reintegrate pairs of learning-disabled students into regular classroom programs. Students were taught to observe, monitor, and reinforce appropriate behavior of their "buddies." Following implementation in the resource room, the program was extended to the regular class placement.

393. **Gottlieb, B. W. (1987). Social facilitation effects in mainstream classes. Advances in Special Education, 6, 75-85.**
Argues that it is possible to structure the mainstreamed educational environment to facilitate the educational attainment of handicapped students (HSs). This view is supported by M.C. Wang et al. (see PA, Vol 75:15402). The theory of social facilitation (SF) is compared with the Hull-Spence drive theory (K.W. Spence (1956)) in discussing the effects of mainstreaming for HSs. Both theories were employed to study the impact of mainstreamed placement on the academic performance of 24 academically handicapped elementary children reading at 2nd or 3rd grade levels, 76 nonreading, nonhandicapped kindergarteners, and 72 children in Grades 3-6. Results of this and other studies are discussed in terms of the SF theory.

394. **Gottlieb, J. (1990). Mainstreaming and quality education. American Journal on Mental Retardation, 95(1), 16-17.**
Extends the discussion of care and education of mentally retarded individuals by E. Zigler et al. (see PA, Vol 78:2011), and suggests that the appropriateness of a mainstream placement may be assessed by the benefits likely to accrue to the child rather than by wholesale acceptance of mainstreaming.

395. **Gow, L. (1988). Integration in Australia. European Journal of Special Needs Education, 3(1), 1-12.**
The findings of a national review of integration policies and practices in Australia's schools, commissioned by the Commonwealth Schools Commission, are summarized. Barriers to effective integration in Australia are outlined and some of the factors vital to effective integration are discussed.

396. **Gow, L., and others. (1988). Directions for integration in Australia: Overview of a report to the Commonwealth Schools Commission. Part II. Exceptional Child, 35(1), 5-22.**
This paper outlines the extent to which integration of children with disabilities has been achieved within Australian education systems; technical and organizational issues which must be considered, such as access and facilities, curriculum, staffing, staff training, and support personnel; strategies for overcoming obstacles to integration; and suggestions for further research.

397. **Gow, L., Snow, D., & Ward, J. (1987). Contextual influences on integration in Australia: Overview of a report to the Commonwealth schools. Exceptional Child, 34(3), 159-171.**
Findings of a study sponsored by the Commonwealth Schools Commission at the request of the Organization for Economic Cooperation and Development, Centre for Education Research and Innovation are described in the context of integration of students with special needs in Australia. Reference is made to the philosophical, legislative, and policy bases, administrative organization, and funding structures from which the implementation of policy is proceeding.

398. **Gow, L., Ward, J., Balla, J., & Snow, D. (1988). Directions for integration in Australia: Overview of a report to the Commonwealth Schools Commission. Exceptional Child, 35(1), 5-22.**
Based on information from a national survey, the extent to which integration is being achieved for children with disabilities in Australian schools was examined. Technical and organizational issues leading to identification of major barriers to integration (e.g., inadequate policy formulation, organizational development, resource provision) and possible strategies to overcome these are discussed.

399. **Graham, S. (1985). Evaluating spelling programs and materials. Teaching Exceptional Children, 17(4), 299-303.**
To help teachers ensure that spelling instruction for mainstreamed handicapped students is direct, comprehensive, student-oriented, varied, individualized, and based on research, the article poses 11 questions for analyzing spelling materials and practices.

400. **Grandin, T. (1988). Teaching tips from a recovered autistic. Focus on Autistic Behavior, 3(1), 8 p.**
A recovered autistic discusses tips for teaching autistic children. Areas covered include (1) providing a structured environment, (2) learning to talk, (3) rhythmic activities, (4) sensory problems, (5) reducing arousal, (6) tactile stimulation, (7) fixations, (8) visual thinking, (9) learning to read, (10) the role of mentors, and (11) adolescence. Along with providing early, intense intervention and

mainstreaming with normal children, a good autism program needs dedicated people and should use a variety of treatment methods in combination with an intense, structured environment.

401. **Graves, D., Ray, R., & Thompson, D. (1986). Audiovisual training materials to support mainstreaming. Pointer, 31(1), 29-33.**
Discusses the use of audiovisual materials in association with school-based in-service training and for in-service courses on teaching students with special needs. Responsibilities and qualifications of school in-service coordinators for mainstreaming are outlined. 26 audiovisual materials are annotated.

402. **Graves, D., Tessier-Switlick, D., & Hill, J. (1986). Reasonable accommodations for students with organizational problems. Pointer, 31(1), 8-11.**
Discusses the problems of reasonable accommodations for students having problems with self-organization due to learning or behavioral disorders. A case example is presented of a 13-yr-old male who can be described as scatterbrained and who is losing his self-confidence as a result of the annoyance he causes to those who expect him to succeed and improve. Accommodations are listed by subject area and for general organizational aids.

403. **Green, A. L., & Stoneman, Z. (1989). Attitudes of mothers and fathers of nonhandicapped children. Journal of Early Intervention, 13(4), 292-304.**
Used the Parental Attitudes Toward Mainstreaming Scale to examine the attitudes of 204 parents of nonhandicapped children (aged 18-72 mo) toward preschool mainstreaming, focusing on individual and demographic correlates of maternal (MATs) and paternal attitudes (PATs). MATs were related to the positiveness (but not the overall amount) of experiences with handicapped individuals, family income, education, age, and age of the nonhandicapped child. Only 1 significant correlation was found for PATs. MATs and PATs were positively correlated. Preschoolers with severe mental retardation, emotional disturbance, or behavior problems elicited the most concern from Ss regarding mainstreaming.

404. **Green, F., & Bayley, J. (1987). How education guidance centres can help. British Journal of Special Education, 14(1), 31-34.**
The article describes activities of two education guidance centres in England providing short-term help to behavior disordered students ages 3-15. Program features include classroom-based intervention, individual and group therapy, interim special class placement, and work with families. Assessment and intervention practices are summarized, and two case studies are presented.

405. **Green, G., and others. (1991). Instructional strategies for students with special needs in integrated vocational education settings. Enhancing educational opportunities. Journal for Vocational Special Needs Education, 13(2), 13-17.**
Instructional strategies for special education and vocational teachers integrating special needs students into vocational classes include (1) clinical teaching that tailors learning to individual learning styles; (2) environmental and curricular modifications; (3) direct instruction; and (4) individualized instruction.

406. **Green, L. (1991). Mainstreaming: The challenge for teachers in South Africa. International Special Education Congress (1990, Cardiff, Wales). Support for Learning, 6(2), 84-89.**
Involuntary rather than intentional mainstreaming has been the norm in Black schools in South Africa for years. Many severely handicapped children receive no education; and the moderately to mildly handicapped, whether physically or mentally, temporarily or permanently, are frequently found in the regular classroom because no other option is available. The reality of the socioeconomic suffering overrides concerns such as class size and classroom facilities. Urban Black teachers have identified speech and hearing difficulties, family problems, and poor educational facilities as learning problems. South Africa's Black teachers have experience of involuntary mainstreaming but little training; the White special educators are competent and highly qualified. If evenly spread, the teachers will have to be creatively used to try to meet the need.

407. **Greenan, J. P., & Winters, M. R. (1989). The relationship between student self-ratings and teacher ratings of special needs students' interpersonal relations skills. Career Development for Exceptional Individuals, 12(2), 117-122.**
The study examined the relationship between student and teacher ratings of the interpersonal relations skills of 165 special needs students enrolled in mainstreamed secondary level vocational programs. The correlations between the student self-ratings and teacher ratings suggest there is little agreement about students' actual skill levels.

408. **Greenberg, J. (1986). PL 94-142 at Age 10: Perspective. Unrealized promises: Reflections on PL 94-142 and the Education of Deaf Children. Gallaudet Today, 6(2), 3-10.**
The author describes her discussion with school personnel, administrators, tutor/interpreters, and deaf students, regarding the effects of mainstreaming and P.L. 94-142. She cites general dissatisfaction with both the social and intellectual progress made after 10 years of the legislation and notes difficulties with the concept of least restrictive environment.

409. **Greene, G., and others. (1989). Instructional strategies for special education students in vocational education. More than just tips. Journal for Vocational Special Needs Education, 11(2), 3-8.**
Presents generic instructional strategies that can be used by vocational instructors to improve the quality of vocational education available to special education students in mainstreamed settings and to assist handicapped individuals' transition from school to work. Strategies are collaborative approaches, task analysis, cooperative learning groups, and tutoring.

410. **Greenwood, C. R. (1985). Settings or setting events as treatment in special education? A review of mainstreaming. Advances in Developmental and Behavioral Pediatrics, 6, 205-239.**
Examines the basis for mainstreaming (placement of handicapped students in the least restrictive environment) from the standpoint of research on setting outcomes, instructional effectiveness, and behavioral interventions. The relative lack of studies on special education outcomes and inadequate research methods contribute to the lack of unequivocal empirical support for mainstreaming. Research suggests that special education should not be bound to a single setting, that

appropriate procedures and support for development in mainstream settings are necessary, and that instructional technology is a fundamental factor in special education services.

411. **Greenwood, L. K., & Morton, L. L. (1989). Using teacher ratings to determine if the learning disabled are ready for the regular classroom. B.C. Journal of Special Education, 13(1), 67-73.** Evaluation of a checklist by teachers to rate 60 secondary level learning-disabled and nondisabled students for mainstream competencies found no overall mean group differences and no inter-rater reliability, though ratings on work habits did predict course grades for all three groups (fully mainstreamed, partially mainstreamed, and nondisabled).

412. **Greenwood, R. (1987). Expanding community participation by people with disabilities: Implications for counselors. Journal of Counseling and Development, 66(4), 185-187.** Examines developments related to people with disabilities, many of whom are realizing the goal of full participation in community life, moving away from special institutions and other more restrictive settings. Notes that social, political, and technological developments have sustained this movement. Advocates commitment to basic beliefs and services from counselors and other professionals in promoting continuing advances.

413. **Gregory, J. F., and others. (1987). A descriptive profile of mainstreamed orthopedically handicapped tenth graders. Journal of Research and Development in Education, 20(3), 49-56.** Various data on the 397 participants who identified themselves as orthopedically handicapped in the national "High School and Beyond" study were compared to data on nonorthopedically handicapped participants. Findings, and speculations regarding them, are offered.

414. **Gregory, J. F., and others. (1985). A national survey of mainstreamed hearing impaired high school sophomores. Journal of Rehabilitation, 51(1), 55-58.** Data on 686 mainstreamed, hearing impaired high school sophomores were compared to those on 26,418 of their normally hearing peers on demographic characteristics, academic achievement, and indices of motivation. In all areas of academic achievement tested, the pupils with hearing disabilities fared more poorly than did those with normal hearing.

415. **Gregory, J. F., Shanahan, T., & Walberg, H. J. (1985). Learning disabled 10th graders in mainstreamed settings: A descriptive analysis. Remedial and Special Education (RASE), 6(4), 25-33.** Of the 30,030 10th graders for whom survey data from the national High School and Beyond study (J. Coleman et al, 1982; E. Page and T. Keith, 1981; S. Peng et al, 1981 and 1982) were complete, 810 identified themselves as having specific learning disabilities. Various comparisons between these learning disabled (LD) Ss and their non-LD (NLD) peers were made. The LD group was older, had a disproportionately high representation of Blacks and Hispanics and an underrepresentation of Whites, and reported more secondary handicapping conditions than did the NLD cohort. In all areas of academic achievement tested, the LD Ss showed significant deficits. The LD Ss also had lower indices of

motivation, adjustment, locus of control, independence, self-perception of attractiveness and popularity, and scholastic orientation of close friends. They also evidenced more legal and school-related problems. However, the 2 groups acknowledged spending equal amounts of time in extracurricular activities.

416. **Gregory, J. F., Shanahan, T., & Walberg, H. (1986). A profile of learning disabled twelfth-graders in regular classes. Learning Disability Quarterly, 9(1), 33-42.**
Attempted to formulate an accurate profile of learning disabled (LD) children and to compare mainstreamed LD 12th graders with their nondisabled peers to examine final manifestations of mainstreaming using data from a national high school and beyond survey sponsored by the National Center for Educational Statistics. Of the 26,142 12th graders surveyed, 439 (1.7%) identified themselves as having specific learning disabilities. Comparisons between the data on these Ss and those on their nonimpaired peers indicate that the LD group was older, included a disproportionately high number of minority members, and reported significantly more other handicapping conditions. Furthermore, LD Ss scored significantly lower on all measures of academic achievement tested (e.g., mathematics, vocabulary, reading) and on most indices of self-esteem and motivation. LD Ss also reported more serious trouble with the law. Parity was only uncovered on such variables as amount of TV viewing and school-based extracurricular activities. (43 ref).

417. **Gresham, F. M., Elliott, S. N., & Black, F. L. (1987). Teacher-rated social skills of mainstreamed mildly handicapped and nonhandicapped children. School Psychology Review, 16(1), 78-88.**
Compared social skills across 3 subgroups (N=250) of mildly handicapped children (i.e., learning disabled, mildly mentally retarded/educationally handicapped, and behavior disordered) in the 1st through 8th grades with a matched sample of nonhandicapped students, using a teacher rating scale. Significant differences were found between all mildly handicapped subgroups and the nonhandicapped group; however, no differences in teacher-rated social skills were found between subgroups of mildly handicapped Ss. Analysis revealed that 75% of the Ss could be correctly classified on the basis of teacher-rated social skills. Results are discussed in the context of classroom survival skills of mildly handicapped children, social skills instruction, and mainstreaming practices.

418. **Gresham, F. M., Evans, S., & Elliott, S. N. (1988). Self-efficacy differences among mildly handicapped, gifted, and nonhandicapped students. Journal of Special Education, 22(2), 231-241.**
Assessed the academic and social self-efficacy beliefs of 49 mainstreamed mildly handicapped (learning disabled, mildly mentally disabled, or behavior disordered), 30 gifted, and 257 nonhandicapped students (Grades 3-5) in regular education classrooms. Mainstreamed mildly handicapped students reported lower academic and social self-efficacy than their nonhandicapped and gifted peers. No differences in academic self-efficacy were reported between gifted and nonhandicapped Ss; however, gifted Ss reported lower social self-efficacy beliefs than nonhandicapped Ss. Implications for mainstreaming practices and future research are discussed.

419. **Gresham, F. M., and others. (1987). Factor structure replication and bias investigation of the teacher rating of social skills. Journal of School Psychology, 25(1), 81-92.**
Used mainstreamed children (N=250) from four different groups (behavior disordered, learning disabled, mildly mentally retarded/educationally handicapped, and nonhandicapped) to examine rater, ratee, and sex bias in the Teacher Ratings of Social Skills (TROSS) ratings by teachers; concurrent validity and reliability; and factor congruence with a previous investigation of nonhandicapped children. Supports TROSS reliability.

420. **Gresham, F. M., & Reschly, D. J. (1986). Social skill deficits and low peer acceptance of mainstreamed learning disabled children. Learning Disability Quarterly, 9(1), 23-32.**
Compared the positive social behaviors and peer acceptance of 100 mainstreamed learning disabled (LD) children (aged 6 yrs 4 mo-11 yrs 11 mo) to that of 100 nonhandicapped children (aged 7 yrs 7 mo-11 yrs 5 mo), using parent and teacher versions of a social behavior assessment scale, a structured peer assessment scale, and play and work with peer acceptance scales. Results indicate highly significant differences between the 2 groups in peer acceptance as well as the social skill domains of task-related, interpersonal, environmentally, and self-related behaviors. Deficits for LD Ss were evident in both school and home settings and were consistent across teacher, parent, and peer judges. Implications are discussed in terms of behavioral repertoires expected by teachers, the low priority assigned to social skills by teachers, and the conceptualization of behavioral ratings as mediators between actual behavior and important social outcomes for LD children.

421. **Gresham, F. M., & Reschly, D. L. (1987). Sociometric differences between mildly handicapped and nonhandicapped Black and White students. Journal of Educational Psychology, 79(2), 195-197.**
We investigated sociometric differences between mainstreamed mildly handicapped and nonhandicapped Black and White students in a factorial design by using three indexes of peer acceptance. Results indicated differential patterns of peer acceptance between Black and White mildly handicapped children. We noted no main effects for race or sex; there was, however, a significant multivariate Sample*Race interaction effect. Race accounted for little variance in the sociometric status of mildly handicapped and nonhandicapped students. We discuss the implications of this study in terms of the degree of disparity between White and Black mildly handicapped and nonhandicapped students.

422. **Gress, J. R., & Carroll, M. E. (1985). Parent-professional partnership--and the IEP. Academic Therapy, 20(4), 443-449.**
Asserts that the task of developing individualized education plans (IEPs) has presented a new challenge to the parent-professional partnership in the management of handicapped children. Responsibility for addressing this challenge lies principally with school personnel because of the requirements of professional leadership and because of the advantages of professional expertise. Effective IEP meetings require skill in the motivation strategies, interpersonal relations, and group interaction techniques that are part of this expertise. Important but often overlooked aspects of IEP meetings involve making parents feel comfortable and secure in what can be an unsettling process. Means of enhancing parents' sense of security, group process skills, and sense of ownership of the IEP and its outcomes are described. Recommendations for

stimulating parental input, conducting telephone follow-ups, and forming parent support groups are outlined.

423. **Griffel, G. (1991). Walking on a tightrope: Parents shouldn't have to walk it alone. Young Children, 46(3), 40-42.**
Maintains that parents of a handicapped child, for example, a child with cerebral palsy, are "walking a tightrope." Successful intervention with the disabled child in the classroom is possible only when there is strong teacher-parent communication. This position is illustrated by an account of a parent's personal experience.

424. **Grosse, S. J. (1990). How safe are your mainstreamed students? Strategies, 4(2), 11-13.**
Presents a checklist for evaluating physical education settings which include students with special needs. The checklist has questions about facilities, equipment, class organization, content, and teacher behavior. "Yes" answers indicate factors contributing to a safe environment; "no" answers indicate the potential to cause physical, psychological, or intellectual harm.

425. **Gullford, R. (1986). The training of teachers in special education. European Journal of Special Needs Education, 1(2), 103-112.**
As special needs children are integrated into regular education, new needs in teacher training have become apparent. Focusing on the United Kingdom, this paper discusses the training of special education teachers and the preservice education and inservice training of all teachers.

426. **Gunsberg, A. (1988). Improvised musical play: A strategy for fostering social play between developmentally delayed and nondelayed preschool children. Journal of Music Therapy, 25(4), 178-191.**
Examined the effectiveness of improvised musical play (IMP), an intervention technique using improvised music and lyrics to facilitate social play between developmentally delayed and nondelayed children in mainstreamed settings. 10 videotaped episodes of IMP were conducted with 12 developmentally delayed and nondelayed children (aged 3-5.5 yrs). It was hypothesized that episodes of IMP evolved through a 4-phase progression and that IMP would sustain episodes of social play between these Ss beyond durations predicted in the literature. Analysis of videotaped episodes indicated that each episode conformed to the hypothesized instructional sequence, and that IMP typically sustained social play episodes lasting more than 3 times the expected duration. Qualitative differences in the play of developmentally delayed and nondelayed Ss were obtained through microanalysis of selected taped segments.

427. **Gunsberg, A. (1991). Improvised musical play with delayed and nondelayed children. Childhood Education, 67(4), 223-226.**
Describes Improvised Musical Play (IMP), a teaching strategy that uses simple rhythms, chanting, and singing to make participation in social play with nondelayed peers easier for developmentally delayed children.

428. **Gunsberg, A. (1989). Monster in the mail: Integrating developmentally delayed and non-delayed young children through the use of play formats. Early Child Development and Care, 49, 91-98.**
Presents a play tutoring strategy for integrating young developmentally delayed children into play with nondelayed peers. The method used simplifies sociodramatic play through the use of play formats.

429. **Gupta, Y. (1986). Observing the work of a tutorial unit. British Journal of Special Education, 13(3), 107-109.**
A self-contained class for elementary-age students in England with emotional and behavioral problems is described, including admission and assessment, length of placement, social and educational contact with regular students, and parent-school interactions. Results of a follow-up study of the first 40 children admitted to the program are also reported.

430. **Guralnick, M. J. (1990). Major accomplishments and future directions in early childhood mainstreaming. Topics in Early Childhood Special Education, 10(2), 1-17.**
Notes a convergence among 3 themes central to early childhood mainstreaming: public policy, educational practice, and developmental principles and research. Discussion focuses on implementation, the perspectives of parents, and the development of friendships and peer relations in mainstreamed settings. The importance of establishing a developmental framework and collaborating with the early childhood community are emphasized.

431. **Guralnick, M. J., & Groom, J. M. (1988). Friendships of preschool children in mainstreamed play groups. Developmental Psychology, 24(4), 595-604.**
The friendship patterns of 4-year-old mildly developmentally delayed and 3- and 4-year old nonhandicapped children participating in a series of mainstreamed playgroups were investigated. Results indicated that the majority of children in each of the three groups established a preference for a specific peer on the basis of an unilateral criterion, but only a small proportion of mildly delayed and 3-year-old nonhandicapped children were able to establish reciprocal friendships. The delayed group preferred nonhandicapped older children but were least preferred as friends overall by playgroup participants. For those nonhandicapped children meeting the friendship criteria, interactions with friends produced more advanced and positive social play in comparison with interactions with nonfriends. However, these differences did not occur for the mildly delayed group, suggesting that delayed children may not take advantage of the potential benefits associated with friendships. Possible reasons for these problems and the need to identify relevant social processes in friendship formation are discussed.

432. **Guralnick, M. J., & Groom, J. M. (1988). Peer interactions in mainstreamed and specialized classrooms: A comparative analysis. Exceptional Children, 54(5), 415-425.**
Examined peer interactions and cognitive levels of play in 11 mildly developmentally delayed preschool children in mainstreamed and specialized settings. Results indicate that Ss engaged in a higher rate of peer-related social behaviors and played more constructively in mainstreamed playgroups than in specialized groups. Findings suggest that the proportion of nonhandicapped children in mainstreamed settings and the availability of children similar in

chronological age to the delayed children are important programmatic factors in early childhood mainstreaming efficacy research. The potential value of mainstreamed settings as a framework for more systematic and individual treatment programs for mildly developmentally delayed preschool children is discussed.

433. **Guralnick, M. J., & Groom, J. M. (1987). The peer relations of mildly delayed and nonhandicapped preschool children in mainstreamed playgroups. Child Development, 58(6), 1556-1572.**
Normally developing and mildly developmentally delayed preschool-age boys were brought together to form playgroups. Videotapes of the groups and peer sociometric ratings indicated that delayed children had a deficit in peer-related social interactions and were seen as less competent and of lower social status by peers.

434. **Guralnick, M. J., & Paul-Brown, D. (1986). Communicative interactions of mildly delayed and normally developing preschool children: Effects of listener's developmental level. Journal of Speech and Hearing Research, 29(1), 2-10.**
Compared 7 mildly developmentally delayed (DD) children (mean age 6 yrs 3 mo; mean IQ 62.4) and 12 nonhandicapped children (mean age 5 yrs 4 mo) in relation to both speech adjustments and the effectiveness of their free-play interactions with each other and with 5 moderately DD Ss (mean age 6 yrs 4 mo; mean IQ 36.2) and 8 severely DD Ss (mean age 5 yrs 11 mo; mean IQ--inadequate basal levels). Analyses of syntactic complexity, semantic diversity, functional aspects of speech, and the use of selected discourse devices indicated that mildly DD Ss adjusted important characteristics of their speech in accordance with the cognitive and linguistic levels of their companions. Specifically, speech addressed to less developmentally advanced Ss was less complex and more diverse and consisted of a greater proportion of behavior requests but contained proportionally fewer information requests or information statements. These adjustments appeared to be well suited for improving communicative effectiveness and were similar in magnitude and direction to those of nonhandicapped Ss. Both mildly DD Ss and nonhandicapped Ss were generally successful in obtaining responses to their behavior and information requests. Implications for early childhood mainstreaming are discussed.

435. **Haberman, M. (1985). Can common sense effectively guide the behavior of beginning teachers? Journal of Teacher Education, 36(6), 32-35.**
Common sense cannot and must not serve as the basis for professional practice. It is an inadequate approach to understanding the workings of the school bureaucracy and counterproductive in efforts to foster student learning. The great challenge to teacher educators is not to miss present opportunities to upgrade teacher education.

436. **Hackney, A. (1985). Integration from special to ordinary schools in Oxfordshire. Educational and Child Psychology, 2(3), 88-95.**
Presents data gathered during a research project at Oxford University by the Oxford Educational Research Group, with focus on the integration of children with special needs from special to ordinary schools. The 15 schools dealt with 215 children with moderate to severe learning difficulties, maladjustment

problems, physical disabilities, and autism. The schools' personnel were interviewed in 1982-1983 concerning integration attitudes and practices, and responded to a questionnaire. Results are presented concerning information about the children who take part in the integration schemes, the nature of integration programs, support given to integration schemes, the autistic unit, and planning implications. Questions raised by the data are outlined.

437. **Hahn, H. (1988). The politics of physical differences: Disability and discrimination. Journal of Social Issues, 44(1), 39-47.**
Proposes a new conceptual framework, based on the fundamental values of personal appearance and individual autonomy, for assessing the "aesthetic" and "existential" anxiety aroused by persons with disabilities. Investigations using this perspective might contribute to determining the attitudinal foundations of the competing models that are dividing research on disability.

438. **Hains, A. H., and others. (1988). Planning school transitions: Family and professional collaboration. Journal of the Division for Early Childhood, 12(2), 108-115.**
The roles of the child, family, sending and receiving teachers, and educational agencies are emphasized in this review of transition planning for handicapped children who are moving from special education preschool programs to mainstreamed kindergarten placements. Activities to encourage successful transitions and to support collaborative planning efforts are suggested.

439. **Hallahan, D. P., Keller, C. E., McKinney, J. D., Lloyd, J. W., et al. (1988). Examining the research base of the regular education initiative: Efficacy studies and the adaptive learning environments model. Journal of Learning Disabilities, 21(1), 29-35,55.**
Two bodies of research used to support the Regular Education Initiative (REI (Council for Exceptional Children, 1987)) are (a) the literature on the efficacy of special education and (b) studies examining the Adaptive Learning Environments Model (ALEM), a program for educating handicapped children in regular education classrooms that is often cited as an example of effective practice. The efficacy literature contains many limitations in terms of methodology, the age of the studies, and an emphasis on physical placements instead of practices within the placement. The ALEM studies provide insufficient information on program and S characteristics and contain methodological limitations that call into question their conclusions. It is proposed that a variety of regular and special education service configurations for mildly handicapped students should continue to be available.

440. **Halle, J. W., and others. (1989). Effects of a peer-mediated aerobic conditioning program on fitness measures with children who have moderate and severe disabilities. Journal of the Association for Persons with Severe Handicaps, 14(1), 33-47.**
The study evaluated a school-based integrated aerobic conditioning program for children (ages 6 to 13) with moderate to severe disabilities. Evaluation indicated that 9 of the 12 disabled students improved their level of fitness and that both disabled and nondisabled students enjoyed the program.

441. **Hallenbeck, M. J., & McMaster, D. (1991). Disability simulation for regular education students. Teaching Exceptional Children, 23(3), 12-15.**
An awareness-raising program to enhance secondary students' appreciation and understanding of common disabilities is described. In addition to guest speakers, selected regular education students simulated vision, speech, cognitive, hearing and mobility impairments. Equipment used, procedures, student responses, and reactions from the student body in general are discussed.

442. **Halpern, A. S., & Benz, M. R. (1987). A statewide examination of secondary special education for students with mild disabilities: Implications for the high school curriculum. Exceptional Children, 54(2), 122-129.**
Surveyed special education administrators, high school special education teachers, and parents of high school students with mild disabilities concerning the status of high school special education in Oregon for 10,182 students with mild disabilities. Four basic topics concerning the curriculum surfaced from the survey data as issues of concern--(a) its focus and content, (b) discrepancies between availability and utilization, (c) barriers to mainstreaming, and (d) conditions required for improvement.

443. **Harman, T. A., Issacson, D. K., & Powell, O. H. (1985). Insuring classroom success for the LD adolescent. Academic Therapy, 20(5), 517-524.**
Surveyed 71 secondary classroom teachers perceived by teachers of the learning disabled (LD) to be highly effective in teaching LD students to identify (1) sources of assistance to them in expanding their knowledge of how to instruct LD students and (2) teaching strategies they utilized when instructing LD students. Ss represented the following 10 academic areas: business, home economics, industrial arts, mathematics, English, music, physical education, science, social studies, and vocational education. The sources of assistance and teaching strategies seen most valuable are outlined on a 6-page table by subject matter. The source that received the highest rating by all Ss was teaching experience. Undergraduate teaching experience received the lowest rating. The strategy that received the highest rating was positive reinforcement. It is suggested that secondary LD students can experience success in regular classrooms only when the teacher is able to meet their individual learning needs through appropriate curriculum modifications.

444. **Hamelberg, L. L. (1986). Making a mainstreamed placement work: Tips for the regular classroom teacher. Pointer, 30(4), 8-10.**
Addresses issues related to how teachers can help mainstreamed students who may have learning, behavioral or other problems, or students who are assigned to special education but spend a portion of the school day in regular classes. Discussed are student needs, professional resources, consultation with teachers and parents, integration of the student in the classroom, location of the student's seat, arrival and departure, good behavior rewards, daily successes, work samples, and communication.

445. **Hamilton, R., & Brady, M. P. (1991). Individual and classwide patterns of teachers' questioning in mainstreamed social studies and science classes. *Teaching and Teacher Education*, *7*(3), 253-262.**
Teacher questioning behavior of 34 teachers within middle school social studies and science mainstreamed classrooms was monitored at 2 different levels: teacher to whole class (macro) and teacher to individual student (micro). At the micro level, there were no differences in teacher questioning between content areas for either mainstreamed or regular education students. However, Ss asked more academic questions than non academic questions. In addition, Ss asked more academic questions to mainstreamed than to regular education students in science classes. At the macro level, no differences in teacher questioning occurred between the content areas. Overall, teachers asked more direct than open-ended or clarifying questions. When teacher questioning patterns based on the 2 levels were compared, fewer than one-half of all teachers were classified similarly by both measures.

446. **Handleman, J. S., and others. (1990). The educational progress of normal peers in an integrated preschool class with Autistic children: A preliminary report. *Behavioral Disorders*, *16*(1), 52-54.**
This study of the educational progress of four normal peers integrated for one year into a preschool class with five children with autism found that the normal peers, who had functioned at or above age level at the time of admission, made substantial progress in their developmental rate.

447. **Handleman, J. S., and others. (1991). A specialized program for preschool children with autism. *Language, Speech, and Hearing Services in Schools*, *22*(3), 107-110.**
This paper describes work being conducted at the Douglass Developmental Disabilities Center of Rutgers University, focusing on the center's research findings which support the value of group-focused, language-based, integrated programming for preschool children with autism.

448. **Hanko, G. (1987). Group consultation with mainstream teachers. *Educational and Child Psychology*, *4*(3-4), 123-130.**
Discusses educational-psychologist assisted school-based group consultation with teachers to help children with emotional and behavioral difficulties in mainstream schools.

449. **Hanline, M. F. (1990). A consulting model for providing integration opportunities for preschool children with disabilities. *Journal of Early Intervention*, *14*(4), 360-366.**
Describes a supported transition to integrated preschools (Project STIP) teacher consulting model implemented to increase integration opportunities for preschool children with disabilities, who were served in self-contained special education classrooms in a public school system. Integrated sites and children served, staffing, maximizing integration opportunities, supporting special and regular education staff, and promoting parent-professional collaboration are discussed. A survey of parents and teachers revealed that parents and preschool regular educators evaluated the model positively and identified the opportunity to collaborate with special educators as essential for successful integration. Integration opportunities increased during the 3 yrs of Project STIP.

450. **Hanline, M. F. (1985). Integrating disabled children. Young Children, 40(2), 45-48.**
Discusses the effects of mainstreaming disabled children into regular classrooms on the social and cognitive behaviors of the nondisabled children. Implications for instructional practice of the finding that social interactions between disabled and nondisabled children do not occur spontaneously are examined.

451. **Hanline, M. F., & Halvorsen, A. (1989). Parent perceptions of the integration transition process: Overcoming artificial barriers. Exceptional Children, 55(6), 487-492.**
The parents of 14 students (aged 4-22 yrs) with a variety of disabilities participated in interviews to evaluate the support they received during their child's transition to an integrated educational placement, explore their concerns, and discuss the effects of integration. Although parents identified areas of concern (e.g., safety, attitudes of regular education students), they consistently expressed satisfaction regarding the outcomes of integrating their child, including professional and personal support. Responses emphasized the importance of commitment from local school districts and professionals, an individualized approach to parent involvement, and ongoing communication with parents.

452. **Hanrahan, J., Goodman, W., & Rapagna, S. (1990). Preparing mentally retarded students for mainstreaming: Priorities of regular class and special school teachers. American Journal on Mental Retardation, 94(5), 470-474.**
Administered the Instructional Priorities Inventory by J. Hanrahan et al. (1985) to 35 special school teachers who worked with mentally retarded children aged 8+ yrs and to 41 2nd and 3rd-grade regular class teachers. Regular class teachers placed a significantly higher priority on the academic areas of reading and writing and the behavioral problem of aggressive behavior than did the special school teachers. Findings suggest the need for a change in the attitudes of regular school teachers toward mainstreaming.

453. **Hanrahan, J., & Rapagna, S. (1987). The effects of information and exposure variables on teachers' willingness to mainstream mentally handicapped children into their classrooms. The Mental Retardation and Learning Disability Bulletin, 15(1), 1-6.**
Regular kindergarten to grade 2 teachers (N=77) from the Montreal area completed a questionnaire on academic background in special education, special education teaching experience, and willingness to integrate a mentally handicapped child into the regular classroom. Only academic background in special education correlated with willingness to integrate.

454. **Hanrahan, J., & Rapagna, S. (1987). Grade level differences in attitudes toward mainstreaming among teachers trained in special education. Canadian Journal of Special Education, 3(2), 153-156.**
Results of a survey of 75 teachers, grades K-11, suggested that there are no grade level difference regarding willingness to mainstream mentally retarded students when the teachers have had some formal special education training. Additionally, special class teaching experience was not significantly related to attitude toward mainstreaming.

455. **Haring, T. G., & Breen, C. (1989). Units of analysis of social interaction outcomes in supported education. Journal of the Association for Persons with Severe Handicaps, 14(4), 255-262.**
Issues that underlie the development of measurement systems to evaluate the social effects of supported education for disabled students are discussed. An assessment model which examines both outcome (i.e., increased acceptance, social participation, and levels of friendships) and process variables (e.g., specific social interaction skills) is offered.

456. **Haring, T. G., and others. (1986). Teaching social language to moderately handicapped students. Journal of Applied Behavior Analysis, 19(2), 159-171.**
Three moderately-to-severely retarded 10-13 yr olds (IQs 40-58) were taught to initiate and expand on conversational topics. The teaching procedure used stimuli generated from actual conversations with 8 5th-grade nonhandicapped peers. Generalization was assessed by audiotaping conversations between the handicapped Ss and their peers in natural school contexts without adult supervision. Results indicate that the training generalized to natural contexts. This finding was socially validated by undergraduate special education students, who rated tapes of 2 of the Ss' conversations during training phases as more socially competent than during baseline. The present results are contrary to those of previous social skills studies in that considerable evidence of generalization was found. The evaluation of complex social behavior as multioperant behaviors is discussed.

457. **Harland, J., & Weston, P. (1987). LAPP: Joseph's coat of many colors. British Journal of Special Education, 14(4), 150-152.**
The "Lower Attaining Pupils Programme" uses modular/integrated approaches to improve educational attainments and self esteem for students with mild to moderate learning difficulties aged 14-16 in Great Britain. Among suggested changes are more integrated days/courses for special and ordinary school pupils.

458. **Harper-Bardach, P., and others. (1990). Making the elementary teacher "special". Principal, 70(2), 41-43.**
An Iowa project working with elementary students' attitudes toward people with disabilities could be effectively revamped as a teacher inservice program involving discrimination activities, group discussions, films, orientation and observation videos, an overview of Public Law 94-142, and information about support service agencies. Includes 11 references.

459. **Harris, K. C. (1987). Meeting the needs of special high school students in regular education classrooms. Teacher Education and Special Education, 10(4), 143-152.**
A high school pilot program is described in which 10 special education staff members provided services to 33 regular educators and 83 learning handicapped students in regular classrooms. Implications for defining the structure and service delivery of an effective program and the teacher competencies needed for successful implementation are discussed.

460. **Harris, S. L., Handelman, J. S., Kristoff, B., Bass, L., and others. (1990). Changes in language development among autistic and peer children in segregated and integrated preschool settings. Journal of Autism and Developmental Disorders, 20(1), 23-31.**
Compared developmental changes in language ability in 5 autistic (AU) children enrolled in a segregated preschool class, 5 AU children in an integrated class, and 4 normally developing peers in the integrated class. All Ss (aged 40-66 mo) were assessed with the Preschool Language Scale before and after language instruction. As a group, Ss made better than normative progress in rate of language development. AU Ss' scores were significantly lower than those of normal Ss before and after instruction, and there were no significant differences in changes in language ability between AU Ss in segregated and integrated classes.

461. **Harvey, D. H. (1985). Mainstreaming: Teachers' attitudes when they have no choice about the matter. Exceptional Child, 32(3), 163-173.**
Surveyed 137 primary and 105 postprimary teachers, 110 student teachers, and 84 nonteachers in the Gippsland region of Victoria, Australia on their attitude toward mainstreaming. The survey was conducted soon after release of a government report that made mainstreaming mandatory. The analysis revealed that the most favorable attitudes toward mainstreaming were those of nonteachers and that a positive relationship between teacher attitudes and previous experience of handicapped persons was accompanied by reluctance to accept handicapped children into their classes.

462. **Hatlen, P. (1990). Meeting the unique needs of pupils with visual impairments. RE:view, 22(2), 79-82.**
The article reviews the history of mainstreaming visually impaired students, claims the needs of visually impaired children have been neglected for the last eight years by the Office of Special Education Programs, and proposes that policy makers and advisory committees consider the needs of children with low incidence disabilities.

463. **Haugann, E. M. (1987). Visually impaired students in higher education in Norway. Journal of Visual Impairment and Blindness, 81(10), 482-484.**
Forty visually impaired college students and older people were surveyed concerning improvements in Norway's educational system. The survey focused on attendance at mainstreamed or special schools, counseling services, braille books and talking books, and the need for a personal reader.

464. **Hawkins, J. D., and others. (1988). Changing teaching practices in mainstream classrooms to improve bonding and behavior of low achievers. American Educational Research Journal, 25(1), 31-50.**
The effects of a package of instructional methods on the academic achievement, behavior, and social bonding of 77 experimental and 83 control students in grade seven who were low achievers in math are described. The potential for preventing discipline problems through promoting sound teaching practices in mainstream classrooms is reviewed.

465. **Hayes, A., & Livingstone, S. (1986). Mainstreaming in rural communities: An analysis of case studies in Queensland schools. Exceptional Child, 33(1), 35-48.**
Describes a pilot study that examined case studies of 5 children (aged 7-14 yrs) with disabilities attending regular schools in isolated rural communities of Queensland. A number of factors are suggested to be associated with the outcomes of mainstreaming for these Ss: self-sufficiency, available specialist support, effective utilization of support services, communication between regular and special education staff, and a lack of other suitable alternatives. Several key issues in rural mainstreaming are offered as bases for hypotheses to be tested in future research.

466. **Hayes, K., & Gunn, P. (1988). Attitudes of parents and teachers toward mainstreaming. Exceptional Child, 35(1), 31-38.**
A questionnaire measuring attitudes toward mainstreaming was completed by 41 teachers and 105 parents with children at 2 primary schools, 1 of which had initiated a mainstreaming program in Year 1 classes. Results indicate that attitudes of parents and teachers at this school were more negative than those of their counterparts at the school with no mainstreaming program. A significant association was found between amount of experience with disabled children and a positive attitude toward mainstreaming. Among explanations proposed for these discrepant findings is the suggestion that attitudes expressed prior to experience with mainstreaming may not be an accurate guide to views held after its implementation.

467. **Hayes, M. L. (1986). Resource room: Space and concepts. Academic Therapy, 21(4), 453-464.**
Describes the history of space allocation for special education instruction in public schools. The importance of placement in areas where little stigma is attached and in areas close enough to regular classrooms to allow mainstreaming is discussed. Other factors such as the need for personal space and territoriality, the need for a time-out area, and room arrangement considerations are also examined.

468. **Hazelkorn, M. N., & Lombard, R. C. (1991). Designated vocational instruction: Instructional support strategies. Career Development for Exceptional Individuals, 14(1), 15-25.**
This article examines the special education teacher's role in Wisconsin's Designated Vocational Instruction interdisciplinary approach to providing vocational skills and competencies to disabled high school students in the least restrictive environment. Both direct support to students and indirect support to vocational instructors and the program are considered.

469. **Head, D. (1990). Educational deficit: An inappropriate service criterion for children with visual impairments. Journal of Visual Impairment and Blindness, 84(5), 207-210.**
The article reviews two issues in special education service delivery and the impact on children with visual impairments: the Regular Education Initiative and the Least Restrictive Environment. The concept of "educational deficit" as a requirement for services is seen to be inappropriate for this population.

470. **Hecimovic, A., Fox, J. J., Shores, R. E., & Strain, P. S. (1985). An analysis of developmentally integrated and segregated free play settings and the generalization of newly-acquired social behaviors of socially withdrawn preschoolers. *Behavioral Assessment*, *7*(4), 367-388.**
Evaluated the training effects of peer confederates' (aged 40-48 mo old) social initiations in structured play by a withdrawal of treatment design concurrently replicated across 3 withdrawn, handicapped preschoolers (aged 36-42 mo old). Generalization of these effects was analyzed by repeatedly observing Ss on an alternating schedule in 2 free-play settings. Results indicate that (1) concurrent with increased peer-confederate initiations, Ss increased their own initiations to and interactions with peers in the structured play setting; (2) the free-play setting, which included the peer-confederates and their nonhandicapped peers (the integrated setting), was characterized by more child initiations to Ss and greater responsiveness to Ss' initiations; but (3) evidence of generalized increases in social initiations or interactions was not obtained in either the integrated or segregrated free play setting. Several post hoc analyses were conducted to identify potentially relevant generalization setting variables.

471. **Hedderly, R. (1985). Integration of the physically disabled. *Educational and Child Psychology*, *2*(3), 108-115.**
Studied integration of the physically disabled in ordinary schools, using the work of teachers at the Huddersfield High School, England. The teachers videotaped particular children through a series of school days and particular activities such as parents' meetings and meetings with various student groups. Results illustrate practical problems in the school's design and arrangement of classrooms and facilities, organizational problems related to traveling to and from school and organization of the school day, socialization problems in relationships and adult-child contacts, and assessment problems in the initial student assessments and arrangements for pastoral care. Psychologists and teachers must be involved in considering the behavioral and pedagogical consequences of integration to improve the educational services offered to society.

472. **Hegarty, S. (1988). Determining the success of educational integration. *Irish Journal of Psychology*, *9*(2), 361-372.**
Posits 5 levels at which educational integration can be analyzed: pupil, program, school, district, and society. It is noted that there are distinctive methodological characteristics associated with each level. It is concluded that the research/evaluation strategy adopted in a particular instance should be geared to the level of analysis and the objective determined by it.

473. **Hegarty, S. (1985). Integration and teaching: Some lessons from practice. *Educational Research*, *27*(1), 9-18.**
Argues that, if integration (mainstreaming) is to be justified in educational terms, the pupils concerned must receive an education appropriate to their needs. In the majority of schools this will necessitate major curricular modifications, especially regarding content and teaching approach. Relevant practice in British schools during 1982-1983 is examined. Findings on the academic organization of schools, the modification of curriculum content, and staffing and pedagogical considerations are summarized.

474. **Hegarty, S. (1988). Supporting the ordinary school. British Journal of Special Education, 15(2), 50-53.**
The National Foundation for Educational Research surveyed 77 local education authorities, 268 special schools, and 23 inservice training institutions in England and Wales concerning support services for integration of special needs students. The survey obtained information on local authority services, links between ordinary schools and special schools, and inservice training.

475. **Heitz, T. (1989). How do I help Jacob? Young Children, 45(1), 11-15.**
Presents one teacher's experience with a student with minimal cerebral palsy in an open classroom from kindergarten to the third grade. Addresses questions that arose concerning ways to help a child with special needs in the classroom.

476. **Heller, H. W., & Schilit, J. (1987). The regular education initiative: A concerned response. Focus on Exceptional Children, 20(3), 1-6.**
The response by a group of special educators to the Regular Education Initiative of the Office of Special Education and Rehabilitative Services examines nine assumptions on which the initiative is based and makes recommendations concerning experimentation, replication, implementation, and necessary changes in school organization (such as heavy involvement of regular educators).

477. **Hellier, C. (1988). Integration: A need for positive experience. Educational Psychology in Practice, 4(2), 75-79.**
Discusses the integration (INT) of children with special education needs with mainstream students, and presents data from a survey of 19 English educators involved in mainstreaming children with special education needs. Survey topics included teachers' perceptions of outcomes of INT, INT and classroom management, and perceived needs for INT success. Ss' perceptions of INT were generally positive. Five needs of professional educators were assigned priority by the respondents: (1) knowledge of children's needs, (2) support from colleagues and school resources, (3) professional skill building, (4) parental contact, and (5) support from community resources.

478. **Hendrickson, J. M., Gable, R. A., & Stowitschek, C. E. (1985). Rate as a measure of academic success for mildly handicapped students. Special Services in the Schools, 1(4), 1-15.**
Notes that large numbers of students categorized as learning disabled, behavior disordered, or mentally retarded are being educated in the least restrictive environment (LRE). The present authors examine the relationship between carrying out instruction in the LRE and traditional vs contemporary assessment practices. It is shown that the selection of performance measures (i.e., measures of frequency, percent, or rate of academic responding) should be linked to the learning stage of the student--from acquisition to proficiency. Wider use of rate measures and establishment of peer-referenced standards for guiding decisions regarding functional performance criteria are recommended. Implications for the increased use of rate standards within and across special and mainstream classroom settings are discussed.

479. **Hendrickson, J. M., and others. (1988). The multidisciplinary team: Training educators to serve middle school students with special needs. Clearing House, 62(2), 84-86.**
Discusses the multidisciplinary team--comprised of individuals who represent various disciplines that contribute to the assessment process--and its relation to the implementation of the "least restrictive environment" for special-needs children required by Public Law 94-142. Describes the University of Florida Multidisciplinary Diagnostic and Training Program.

480. **Herink, N., & Lee, P. C. (1985). Patterns of social interaction of mainstreamed preschool children: Hopeful news from the field. Exceptional Child, 32(3), 191-199.**
Observed 600 child-child and teacher-child social interactions among retarded children, nonretarded children, and their teachers in 19 regular Headstart classrooms. Three findings emerged: (a) retarded Ss were substantially integrated into the emotional and social life of the peer group, but not fully integrated into peer group verbal life; (b) there was in inverse relationship between teachers' initiation of social interaction with retarded children and the degree to which the latter were integrated into peer group life; and (c) teachers provided retarded children with more verbal enrichment and emotional protection than these children received from their peer group. (9 ref)

481. **Heshusius, L. (1986). Pedagogy, special education, and the lives of young children: A critical and futuristic perspective. Journal of Education, Boston, 168(3), 25-38.**
Analyzes the positivist-empiricist, mechanistic assumptions (including linearity, predictability, quantification, fact/value separation, stimulus-response model, and fragmentation) that form the foundation for textbooks in early childhood special education, screening tests, early identification measures, and Public Law 94-142, which mandates mainstreaming. Contemporary theoretical developments in special education are discussed, including holism, phenomenology, and social constructionism.

482. **Hill, J. L. (1988). Integration in Canada: Implications for the certification of regular education teachers. Canadian Journal of Special Education, 4(2), 123-131.**
A survey of the Deputy Ministers and Directors of Special Education across Canada examined the certification requirements of regular education teachers to work with exceptional students. Two provinces/territories require teachers to have completed a course in special education. No provinces/territories required a practicum experience in working with special needs students.

483. **Hill, J. L. (1990). Mainstreaming visually impaired children: The need for modifications. Journal of Visual Impairment and Blindness, 84(7), 354-360.**
Used a semistructured interview to examine the extent to which 20 regular education teachers (RETs) in elementary and secondary schools modified the mainstream learning environment for visually impaired (VIM) children. A referent group of 9 VIM elementary and secondary students who were integrated into regular classrooms was also used. Each RET was asked to compare the academic achievement level of the referent student to the performance of an "average" student in the class. Results show that the RETs attempted to modify

the mainstream to meet the needs of the VIM students in their classes and made typical and substantial modifications. Differences between these findings and those of S.M. Munson (see PA, vol 74:26641) are discussed.

484. **Hilton, A. (1987). Evaluating the mainstreamed students in the regular classroom. Techniques, 3(2), 85-88.**
Among 13 suggestions to help regular classroom teachers more effectively evaluate mainstreamed exceptional students are minimizing distractions, avoiding oral instructions, simplifying written instructions, providing an understandable and organized format, providing constructive feedback, rewarding and insisting upon effort, providing supervision and assistance when needed, and modifying course content.

485. **Hilton, A. (1985). A positive approach to classroom behavior problems. Academic Therapy, 20(4), 469-473.**
Discusses the reinforcement of positive classroom behaviors (e.g., on-task behavior, raising hands, quiet talk, staying in seat) as a management technique. Because of its positive emphasis, such an approach may develop better teacher-student relations. 11 steps for establishing an on-task activity reinforcement/reward system are delineated. It is contended that such a system will improve teacher attitudes toward their teaching and that it will significantly enhance the mainstreaming of learning-disabled students.

486. **Hirst, C. C., & Shelley, E. Y. (1989). They too should play. Teaching Exceptional Children, 21(4), 26-28.**
Children with mental retardation and multiple handicaps can effectively participate in play activities and games, but the experience must be structured for them. Techniques for organizing play activities involving handicapped and nonhandicapped children are offered. Examples of singles play, rotation play, and associative play are described.

487. **Hock, M., and others. (1990). Collaboration for learning: Strategies for program success. Music Educators Journal, 76(8), 44-48.**
Traces the history of mainstreaming prior to and after the enactment of the Education for All Handicapped Children Act of 1975. Discusses the particulars of the law focusing on its least restrictive environment clause. Addresses the music educator's role in implementing the act. Includes school districts' responsibilities under the law.

488. **Hodgson, A. (1985). How to integrate the visually impaired. British Journal of Special Education, 12(1), 35-37.**
The types of planning and school and classroom organization necessary to mainstream visually impaired students are examined, general teaching suggestions are offered, and modifications to the traditional classroom are suggested.

489. **Hodgson, A. (1985). Meeting special needs in mainstream classrooms. British Journal of Special Education, 12(3), 117-118.**
Teachers can promote learning within the mainstream classroom through organization of three aspects: (1) preparation of materials, (2) presentation of materials, and (3) teacher-pupil interaction.

490. **Hofmeister, A. M., and others. (1989). Teaching with videodiscs and teacher fractions with videodiscs and mainstreaming students with learning disabilities for videodisc math instruction. Teaching Exceptional Children, 21(3), 52-60.**
Presented is an introduction to laser videodisc technology, covering both hardware and courseware considerations and technological applications to special education. Described is the application of videodisc courseware to the teaching of fractions, and results of a successful program to teach fractions to eight mainstreamed students with learning disabilities, using "Mastering Fractions".

491. **Hoier, T. S., McConnell, S., & Pallay, A. G. (1987). Observational assessment for planning and evaluating educational transitions: An initial analysis of template matching. Behavior Assessment, 9(1), 5-19.**
Used a direct observation-based approach to identify behavioral conditions in sending (i.e., special education) and in receiving (i.e., regular education) classrooms and to identify targets for intervention that might facilitate mainstreaming of behavior-disordered (BD) children. Teacher and child behavior in 3 regular education settings and 1 model special education classroom were compared. Ss were 24 kindergarteners and 1st graders and 6 BD children. Behavior profiles of regular classrooms were compared to a behavior profile of the BD Ss as a group and to profiles of individual BD Ss. Such comparisons included (a) between classroom differences even within grade level and (b) estimates of classroom conditions based on 2 index children in each. Findings indicate that observed rates of several teacher and child behaviors differed across the 4 classrooms. The characteristics of a code and the data used to develop profiles are discussed.

492. **Holland, B. V. (1987). Fundamental motor skill performance of non-handicapped and educable mentally impaired students. Education and Training in Mental Retardation, 22(3), 197-204.**
This study compared qualitative fundamental motor skill performances of 170 nonhandicapped and 138 educable mentally retarded students (6-10 years old). Nonhandicapped students performed significantly better than educable students on each of the seven skills assessed. Results suggested such students should be evaluated before being mainstreamed for physical education.

493. **Holland, L. (1989). A conversation with Mutsuharu Shinohara. Equity and Excellence, 24(2), 58-61.**
A Japanese psychologist and educator describes special education in Japan and the Movement for the Coeduation of the Handicapped with the Nonhandicapped in Neighborhood Schools. Influenced by mainstreaming policies in western countries, the Coeducation Movement calls for an end to handicapped student segregation and advocates student togetherness.

494. **Holleman, J. J. (1986). Expanding opportunities: Disabled students and microcomputer instruction at Berkeley's Vista College. Technological Horizons in Education, 13(6), 68-71.**
Vista College has always placed high priority on making its classes available to disabled students. When public demand mandated instruction in microcomputers, a program was designed to be accessible to handicapped and able-bodied

individuals. Describes how this program was achieved and the success of the college's computer learning center.

495. **Hollinger, J. D. (1987). Social skills for behaviorally disordered children as preparation for mainstreaming: Theory, practice, and new directions. Remedial and Special Education (RASE), 8(4), 17-27.**
Presents a conceptual framework of social competence that identifies specific social skills for behaviorally disordered children and reviews the literature on social skills training. Research suggests that although social skills training holds promise for improving social competence, it fails to address the social perception biases of peers. It is argued that social perception biases help sustain negative peer relationships. Addressing social perception biases in group social skills training interventions may improve the effectiveness of social skills training interventions and the mainstreamed experiences of behaviorally disordered children.

496. **Honeck, J. (1991). IBM's focus: On employees' abilities...not their disabilities. Journal of Career Planning and Employment, 51(2), 68-71.**
Reviews the development of IBM's program to recruit persons with disabilities beginning with the hiring of Mike Supa, their first director of handicap programs. Describes sensitive recruiting procedures and mainstreaming to give all employees full access to all aspects of employment. Gives examples of IBM's accommodations for persons with disabilities, such as modifications to buildings and equipment.

497. **Honig, A. S., & McCarron, P. A. (1988). Prosocial behaviors of handicapped and typical peers in an integrated preschool. Early Child Development and Care, 33(1-4), 113-125.**
Explores imitations of prosocial actions by 5 mainstreamed handicapped and 10 nonhandicapped preschoolers. Argues that teacher education for work in mainstreamed settings needs to include attention to methods by which young children can be encouraged in prosocial behavior.

498. **Hoover, J. J. (1987). Preparing special educators for mainstreaming: An emphasis upon curriculum. Teacher Education and Special Education, 10(2), 58-64.**
Aspects of curriculum affecting the success of mainstreaming handicapped students are considered. The concepts of explicity, hidden, and absent curricula are discussed relative to curricular adaptations. A "Curriculum Adaptation Guide" is presented to assist in the selection and adaptation of curricular elements.

499. **Hoover, J. J., & Collier, C. (1991). Meeting the needs of culturally and linguistically diverse exceptional learners: Prereferral to mainstreaming. Teacher Education and Special Education, 14(1), 30-34.**
This article discusses prereferral intervention, mainstreaming, and appropriate education for culturally and linguistically diverse exceptional learners. One approach for addressing prereferral intervention at district or school building levels is described, emphasizing the need to expand training to meet the needs of minority non-Hispanic students in special and mainstream classes.

500. **Hoover, J. J., & Sakofs, M. S. (1985). Relationship between sources of anxiety of elementary student teachers and attitudes toward mainstreaming. Journal of Research and Development in Education, 19(1), 49-55.**
Studied the effects of preservice elementary teachers' (PETs) field experience with handicapped students on attitude toward mainstreaming (ATM) and the relationship between PETs' anxieties and their ATMs. 31 of 61 PETs were randomly assigned to work in a special education classroom (SEC) for 2 consecutive wks, and after this or control placement in regular classroom, Ss completed 3 subscales of the Mainstreaming Planning Inventory by B.J. May and E.J. Furst (1977) and the Student Teacher Anxiety and Concerns Form by M. Sakofs (1984). No effects of the SEC experience were observed. Attitudes toward the regular class teacher's role in the special education evaluation and placement process and confidence in ability to work with the handicapped were more positive in elementary student teachers who were less concerned with their physical and emotional health and with their relationships to public school teachers.

501. **Hopf, A. G. (1991). Placement decision dilemmas and solutions. Journal of Visual Impairment and Blindness, 85(6), 268-269.**
Presents the private agency's view of the service-delivery dilemma of funding vs placement decisions. Focus is on 3 program areas: (1) Social Security Disability Insurance disincentives to competitive placement, (2) the private agency's role when the educational system falls short, and (3) supported employment.

502. **Hopkins, K. M. (1989). Emerging patterns of services and case findings for children with HIV infection. Mental Retardation, 27(4), 219-222.**
Young children with HIV (Human Immunodeficiency Virus) of perinatal origin often present with increasing medical and developmental problems after the first half year of life. Most eventually require foster care; some are integrated in intervention or preschool services; others are in segregated educational programs. Family supports and specialized services are often inadequate.

503. **Horn, E., & Fuchs, D. (1987). Using adaptive behavior in assessment and intervention: An overview. Journal of Special Education, 21(1), 11-26.**
Presents a selective history of the care and treatment of persons with mental retardation, emphasizing the roles that adaptive behavior has played in assessing and treating mentally retarded persons. The development of education and training programs for mentally retarded persons is reviewed, and current uses of adaptive behavior for training and assessment and its potential usefulness for mainstreaming handicapped pupils are discussed.

504. **Horton, S. V., & Lovitt, T. C. (1989). Construction and implementation of graphic organizers for academically handicapped and regular secondary students. Academic Therapy, 24(5), 625-640.**
Describes a 4-step procedure for constructing 2 types (hierarchical and compare-contrast format) of graphic organizers (GOs) from textbook information and presents 3 methods of implementing GOs (teacher-direction, student-direction with text references, and student-direction with clues). Two testing formats for each method are included. Over 3 yrs, over 100 GOs were constructed and used

to enhance mainstreaming in secondary classrooms with learning disabled (LD), remedial, and regular education students. On the average, LD and remedial students scored 72% correct across the various methods of implementing GOs when tested with graphic tests, while regular education pupils averaged 86% correct.

505. **Horton, S. V., Lovitt, T. C., Givens, A., & Nelson, R. (1989). Teaching social studies to high school students with academic handicaps in a mainstreamed setting: Effects of a computerized study guide. Journal of Learning Disabilities, 22(2), 102-107.**
Investigated the effectiveness of a computerized study guide, in comparison with a notetaking condition, as a method to increase textbook comprehension among 13 students with learning disabilities and 18 remedial education pupils enrolled in a 9th-grade world geography class. Results indicate that the computerized study guide produced significantly higher performance than notetaking for both groups. Practical issues concerning implementation of computerized study guides in secondary programs serving students with academic handicaps are discussed.

506. **Howard, J. (1989). An approach to early intervention: Birth to three years. Infants and Young Children, 1(3), 77-88.**
The article describes the Intervention Program for handicapped children (birth to three years) and their families located at the University of California, Los Angeles. The program served 139 children and their families using a model which emphasized integration of young handicapped and nonhandicapped children within a developmental educational framework.

507. **Hudson, P. J., and others. (1988). Successfully employed adults with handicaps: Characteristics and transition strategies. Career Development for Exceptional Individuals, 11(1), 7-14.**
Fifty successfully employed handicapped individuals were interviewed concerning their transition from school to work, strategies they used to aid transition, and barriers they encountered. Results illustrated the importance of knowledge of available services; high school education; mainstreaming; academic, job, and social skills preparation; support systems; and an intrinsic motivation to succeed.

508. **Huefner, D. S. (1988). The consulting teacher model: Risks and opportunities. Exceptional Children, 54(5), 403-414.**
The consulting teacher model may improve educational service in the mainstream to mildly handicapped children and other children at risk but should be implemented only with sufficient attention, resources, and planning. Potential problems include ineffective caseload management, inadequate training of regular and special educators, and insufficient funding.

509. **Hulme, B. W. (1989). Improving the self-concept and social interaction of low incidence children in a rural elementary school through education in the least restrictive environment. Rural Special Education Quarterly, 10(1), 51-55.**
Describes procedures for mainstreaming multihandicapped children at the elementary level in a program designed to meet children's individual needs while developing positive social skills, self-esteem, communication skills, and daily living skills. Notes benefits for regular education students.

510. **Husveg, A. (1988). Generic and specialized services: Impact on consumers. Journal of Visual Impairment and Blindness, 82(6), 229-231.**
The author recounts the transition in Norway from a system with specialized professionals in unique settings to a generically based system dealing with handicapped populations under general programs. Both positive and negative observations are offered, as well as recommendations for combining special services by trained professionals with the current, generic system.

511. **Idol, L. (1989). The resource/consulting teacher: An integrated model of service delivery. Remedial and Special Education (RASE), 10(6), 38-48.**
Describes the resource/consulting teacher (R/CT) model as an integrative model that provides direct, data-based instruction in resource settings, with a planned intent to return students to general classrooms. The R/CT also provides consultative services (indirect) by offering problem-solving support to classroom teachers whose students have academic and social behavior problems, and by helping parents with home reinforcement and tutorial programs. This paper reviews the research bases for each component of the R/CT model, including use of curriculum-based assessment, direct and data-based instruction, criterion-referenced mastery of learning, stages of learning development, and applied behavior analysis. Research on school consultation is summarized, and brief descriptions of current field evaluations are included.

512. **Inman, C. (1986). Serving children with special needs in the least restrictive environment in rural and small schools. Journal of Rural and Small Schools, 1(2), 18-20.**
Discusses barriers to integration of handicapped youngsters into school systems: historical legacy of special education; community attitudes; lack of trained educators; disincentives in state funding formulas. Describes regional resource centers providing technical assistance to state agencies, grants for projects on transition from school to work/community settings, and demonstration projects.

513. **Ireland, J. C., and others. (1988). Hearing for success in the classroom. Teaching Exceptional Children, 20(2), 15-17.**
Hearing-impaired children in mainstreamed classes require assistive listening devices beyond hearing aids, lipreading, and preferential seating. Frequency modulation auditory training devices can improve speech intelligibility and provide an adequate signal-to-noise ratio, and should be incorporated into regular classes containing hearing-impaired students.

514. **Irvine, J. (1988). Special education for all educators: Are we ready? Australasian Journal of Special Education, 12(2), 2-11.**
The article reviews the history of special education in Australia over the last 30 years and identifies issues including the efficacy of early intervention programs, legislation and other governmental acts, the move to integration, attitudes toward integration, and establishment of a multidisciplinary center providing training, resource, and assessment services.

515. **Isenberg, R. S. (1985). Computer-aided instruction and the mainstreamed learning disabled student. Journal of Learning Disabilities, 18(9), 557-558.**
Discusses the use of computer-aided instruction (CAI) within classrooms with mainstreamed learning disabled students. The current inability of CAI to directly address some of the goals of this mainstreaming can be overcome with the use of cooperative groups. The cooperative group structure addresses the social context of learning and has been shown to result in higher achievement than the individualistic or competitive models. Specific examples are given of implementation of this cooperative group model.

516. **Ivarie, J. J. (1986). Effects of proficiency rates on later performance of a recall and writing behavior. Remedial and Special Education (RASE), 7(5), 25-30.**
Examined the effects of 2 proficiency rates on the retention of materials using the precision teaching method. Data were obtained during 3 days of treatment and over 4 monthly posttests using 120 4th-grade Ss who were categorized by prior mathematics computation achievement on the Iowa Tests of Basic Skills as above average, average and below average. Both treatments were conducted by teachers in classroom settings. Analyses included analysis of covariance (ANCOVA), t-test of retention ratio means, and t-tests of percentage of correct response means. While the results were mixed, a significant interaction effect indicated that Ss in the average and below-average categories performed significantly better after 3 mo when the higher proficiency rate was required. Ss in the below-average category were found to perform with significantly greater accuracy in the higher proficiency rate treatment.

517. **Izzo, M. V. (1987). Career development of disabled youth: The parents' role. Journal of Career Development, 13(4), 47-55.**
Contends that with the mainstreaming of more disabled youth (DY) into the least restrictive environment, there is less likelihood that their career development needs will be met in the regular classroom. Current barriers that prevent successful transition from secondary schools to meaningful employment for DY are reviewed. The role of parents in helping their adolescents prepare for and complete the school-to-work transition is stressed. Suggestions are offered as to how parents can overcome the barriers by participating more actively in their adolescents' career development process.

518. **Jacklin, A., & Lacey, J. (1991). Assessing integration at Patcham House. British Journal of Special Education, 18(2), 67-70.**
This article describes mainstreaming efforts at an East Sussex (England) school serving students with physical disabilities but no major learning impairments. Mainstreaming students into their local schools involved parental support, preparation of mainstream schools, multidisciplinary support networks, and a carefully implemented transfer process.

519. **Jackson, D. B., & Busset, P. (1991). Making information accessible to blind and visually impaired mainstreamed students. Journal of Visual Impairment and Blindness, 85(5), 228-229.**
A pilot telecommunications program for mainstreamed blind and visually impaired students, developed by Nassau Board of Cooperative Educational Services

(Wantagh, New York), is described. Program components include online databases and electronic mail, a central support site, home sites for itinerant teachers, and district sites for students.

520. **Jackson, J. (1987). Counseling as a strategy for mainstreaming underprepared students. Journal of Multicultural Counseling and Development, 15(4), 184-190.**
Suggests that an integrated, comprehensive skills program can be used to assist underprepared college students to attain required academic standards. The program is viewed as a continuum of activities that influence students and instructors both across the curriculum and in individual disciplines. The system is interdisciplinary and includes both horizontal and vertical means of development. The model emphasizes prevention through a delivery system that is proactive rather than reactive to student needs.

521. **Jambor, T., & Gargiulo, R. (1987). The playground. A social entity for mainstreaming. Journal of Physical Education, Recreation and Dance, 58(8), 18-23.**
The well-planned playground can serve as the common denominator for all children, with the resulting process of play as the natural avenue for knowing and understanding oneself and others. Guidelines are presented for considering the needs of children in general, as well as the needs of the physically-, visually-, and hearing-impaired, and the mentally retarded.

522. **Janssen, D., and others. (1988). The intent of secondary special education. Illinois Schools Journal, 67(2), 17-25.**
Examination of 45 secondary special educators revealed that they believe that school attendance is a privilege, not a right. Because they do not alter their diagnostic practices to match the students' cognitive development, the skills needed for success at careers and independent living are not taught. Policy issues are identified.

523. **Jarvis, K. C., & French, R. (1990). Attitudes of physical educators toward the integration of handicapped students. Perceptual and Motor Skills, 70(3, Pt. 1), 899-902.**
Investigated the effectiveness of a workshop to enhance the attitudes of 28 elementary and secondary physical educators toward integrating handicapped students into regular classes. 14 Ss who attended the workshop were matched with 14 controls who did not participate. Questionnaire data were collected immediately before and after the workshop, as well as 4 mo later. Although the mean score of Ss who attended the workshop showed some positive shift in attitudes, no significant differences were evident.

524. **Jaussi, K. R. (1991). Drawing the outsiders in: Deaf students in the mainstream. Perspectives in Education and Deafness, 9(5), 12-15.**
Many deaf students become perennial "outsiders" never really becoming an integral part of their mainstream classrooms. Factors contributing to this may include family dynamics, teacher attitudes, and lack of interactions between deaf and hearing children. Parents can promote their child's integration, through accessing home, school, and community resources.

525. **Jenkin, J. (1988). Behavior management strategies for emotionally disturbed young children in an integrated setting. Behavior Problems Bulletin, 2(3), 45-49.**
Outlined are behavior management strategies for emotionally disturbed students who are partially mainstreamed. Appropriate behavior outside the classroom earns the child stamps. Inappropriate behavior inside the classroom results in warnings, penalty points, and time-out. On-task behavior is also rewarded with stamps, which may be accumulated for tangible rewards.

526. **Jenkins, D. E. (1985). Ethical and legal dilemmas of working with students with special needs. Elementary School Guidance and Counseling, 19(3), 202-209.**
Presents the school system of Washington, DC, as an example of the interdisciplinary team approach to identification of students with special needs. The interdisciplinary team approach is a systematic means of coordinating the expertise of various school personnel and outside consultants to deal effectively with complex and typical problems of students with special needs. Ethical and legal considerations of counselors include whether the student has been given due process under guidelines and policies, what recourse to take when appropriate personnel are not available, and whether the counselor can be sued if the court finds that insufficient data has been collected on the student. Initiators of referrals, by the way they report data on students, also stimulate ethical and legal dilemmas for counselors because of their inability to describe behavior in observable and objective terminology. It is concluded that it is imperative for counselors to increase their knowledge of the American School Counselors Association's Ethical Standards for School Counselors to protect themselves from potential liability.

527. **Jenkinson, J. (1989). Integration in Australia: A research perspective. Australian Journal of Education, 33(3), 267-283.**
A review of findings on integration of disabled students into regular education in Australia finds a major deficiency in available information. Although studies reveal some success in integration, it depends on individual characteristics, early education experiences, and provision of support services in the schools. Areas for future research are identified.

528. **Jenkins, J. R., & Heinen, A. (1989). Students' preferences for service delivery: Pull-out, in-class, or integrated models. Exceptional Children, 55(6), 516-523.**
The study assessed elementary students' (N=680) preferences concerning special instruction for learning difficulties. Results of student interviews indicated children's preferences for in-class and pull-out services were affected by the service delivery model they experienced though most children preferred to receive additional help from their classroom teacher rather than a specialist.

529. **Jenkins, J. R., Jewell, M., Leicester, N., & Jenkins, L. (1991). Development of a school building model for educating students with handicaps and at-risk students in general education classrooms. Journal of Learning Disabilities, 24(5), 311-320.**
An observational study of 112 children with disabilities integrated into regular primary and high schools classes was undertaken over a period of 2 yrs to (1) assess the educational and social experience of these students and (2) identify the

characteristics of students, classrooms, and schools which promote effective integration. Academic, Social, and Total Integration indices were devised to provide an objective means of validating the quantitative data and furnish a data base for further longitudinal studies. Results indicate that such measures appear to be effective in discriminating between more or less effective placements and in identifying structured teaching techniques and appropriate resource support as the 2 characteristics most strongly associated with successful mainstream placement.

530. **Jenkins, J. R., Odom, S. L., & Speltz, M. L. (1989). Effects of social integration on preschool children with handicaps. Exceptional Children, 55(5), 420-428.**
Examined the effects of (a) the integration (mainstreaming) of handicapped and nonhandicapped children in preschools and (b) a condition designed to promote social integration. 56 3-6 yr olds with communication disorders, behavior disorders, mild or moderate mental retardation, or physical impairments were randomly assigned to 4 experimental conditions: integrated/social interaction, integrated/child-directed, segregated/social interaction, and segregated/child-directed. Observation revealed a higher proportion of interactive play as well as higher language development in the social interaction conditions; Ss in the integrated/social interaction condition received significantly higher rating of social competence. Data suggest that structuring social interaction between higher and lower performing children can result in benefits to the lower performing students.

531. **Jenkins, J. R., and others. (1990). Special education and the regular education initiative: Basic assumptions. Exceptional Children, 56(6), 479-491.**
Five assumptions are inferred from the literature concerning the roles and responsibilities of elementary regular classroom teachers in educating low-performing children. These assumptions are used to define the target group of students most aptly served in regular classrooms. Models of partnership between regular education and specialized services are outlined.

532. **Jenkins, J. R., & Pious, C. G. (1991). Full inclusion and the REI: A reply to Thousand and Villa. Exceptional Children, 57(6), 562-564.**
This reply to a commentary (EC 600 858) on a previously published paper (EC 230 267) dealing with the regular education initiative (REI) argues that a critical element in managing mainstream classrooms is use of team approach, that existing visions of the future are tenuous, and that integrated student placement is a preferred condition but not the only possibility.

533. **Jenkins, J. R., Speltz, M. L., & Odom, S. L. (1985). Integrating normal and handicapped preschoolers: Effects on child development and social interaction. Exceptional Children, 52(1), 7-17.**
36 mildly handicapped preschool children (aged 3-6 yrs) were randomly assigned to either an experimental special education preschool program in which they were integrated with 7 age-matched, nonhandicapped children or to a nonintegrated control program. Ss completed an assessment battery that included the Woodcock-Johnson Psycho-Educational Battery, Speech and Language subtests of the Brigance Diagnostic Inventory of Early Development, and assessments of motor skills and peer interaction. Findings indicate that Ss in both types of programs made significant gains across the year. Ss in the integrated special education classes scored significantly higher only on a social play measure taken

in an analog setting. Temporal integration, without specific programming to encourage interaction between handicapped and nonhandicapped children, did not have a pervasive effect on the development of handicapped preschoolers.

534. **Jewell, T., & Fieler, A. (1985). A review of behaviorist teaching approaches in the U.K. Early Child Development and Care, 20(1), 67-86.**
Argues that, with the advent of the 1981 Education Act and its focus on the integration of all pupils into mainstream schools, behaviorist teaching methods are beginning to play a central role in meeting special education needs. Applications of objectives-based curriculum and development, direct instruction, precision teaching, and individual instruction to mainstream schools are discussed.

535. **Johnson, A. B. (1987). Attitudes toward mainstreaming: Implications for inservice training and teaching the handicapped. Education, 107(3), 229-233.**
Reviews research on regular classroom teachers' attitudes toward the handicapped and provides strategies designed to help teachers become more receptive to mainstreaming and to work effectively with handicapped students.

536. **Johnson, D., & Johnson, R. (1985). Classroom conflict: Controversy versus debate in learning groups. American Educational Research Journal, 22(2), 237-256.**
The effects of two types of structured academic conflict, controversy and debate, were compared with individual study on a number of dependent variables. Sixth graders (n=72) were assigned conditions on a stratified random basis controlling for sex, reading ability, and handicapping conditions. Results indicated that controversy promoted the most positive outcomes.

537. **Johnson, D. W., & Johnson, R. T. (1989). Cooperative learning: What special education teachers need to know. Pointer, 33(2), 5-10.**
This paper discusses the meaning of cooperative learning, essential elements required to ensure that cooperative groups are productive, teacher's role in structuring cooperative learning groups, impact of cooperation on learning outcomes, ways cooperative groups may be used, and methods for integrating special education students into cooperative groups with nonhandicapped peers.

538. **Johnson, D. W., & Johnson, R. T. (1985). Mainstreaming hearing-impaired students: The effect of effort in communicating on cooperation and interpersonal attraction. Journal of Psychology, 119(1), 31-44.**
Compared cooperative and individualistic learning experiences in terms of their effects on interaction and relationships between non-hearing-impaired (NHI) and hearing-impaired (HI) students to test 2 contradictory hypothesis. One hypothesis predicted that the effort required for NHI and HI students to communicate would lead to frustration, withdrawal, exclusion, and rejection; the other stated that cooperative learning experiences would lead to cross-handicap interpersonal attraction regardless of communication difficulties. 20 NHI and 10 HI 3rd graders were assigned to cooperative and individualistic learning conditions on a stratified, random basis controlling for handicap, sex, and ability level. They participated in the study for 55 min/day for 15 instructional days. Ss completed measures of achievement, interpersonal attraction, instructional interaction,

attitude, and perspective taking. Results, in support of the 2nd hypothesis, indicate that Ss involved in cooperative learning experiences performed higher on measures of interaction and interpersonal attraction between NHI and HI students than did Ss involved in individualistic learning experiences. NHI Ss who worked cooperatively with HI peers were more accurate in taking the perspective of their HI classmates than were NHI Ss in the individualistic condition. Results support the use of cooperative learning procedures in mainstreamed classrooms. (10 references).

539. **Johnson, D. W., & Johnson, R. T. (1986). Mainstreaming and cooperative learning strategies. Special issue: In search of excellence: Instruction that works in special education classrooms. Exceptional Children, 52(6), 553-561.**
Asserts that, of the 3 ways in which student-student interaction may be organized for mainstreaming handicapped students, the only instructional strategy congruent with the goals of mainstreaming is cooperation. The basic elements of cooperative learning (CL) include positive interdependence, individual accountability, collaborative skills, and group processing. When CL is implemented effectively, positive relationships between handicapped and nonhandicapped students develop in terms of not only increased friendships but also of increased achievement and motivation and improved attitude. The teacher's role in implementing CL involves 5 sets of strategies for structuring CL that involve specifying objectives, making decisions, explaining the cooperative goal structure and academic tasks, monitoring and intervening, and evaluating and processing. Methods for dealing with anxious handicapped students, anxious nonhandicapped students, and passively involved handicapped students are described.

540. **Johnson, D. W., and others. (1986). Different cooperative learning procedures and cross-handicap relationships. Exceptional Children, 53(3), 247-252.**
Two studies compared effects of different levels of cooperation (cooperative controversy, cooperative debate, individualistic; and intergroup cooperation vs intergroup competition) on cross-handicap interaction among 123 intermediate grade students (normal or learning/behavior disordered). Pure cooperation promoted more frequent cross-handicap interaction than did a mixture of cooperation and competition.

541. **Johnson, H. A., & Griffith, P. (1985). The behavioral structure of an eighth-grade science class: A mainstreaming preparation strategy. Volta Review, 87(6), 291-303.**
Examined a strategy through which educators can map the social or behavioral characteristics of proposed mainstreamed placements, using an 8th-grade class and their teacher, 2 hearing-impaired (HI) students, their special-education teacher, and a parent of one of the HI students. Results indicate that patterned behaviors can be documented and presented to individuals involved in the mainstreaming process through the use of videotaping and analysis procedures. Findings also indicate that the information gained through the use of such procedures is generally not available to those individuals. It is suggested that the methodological procedures used are applicable to all populations and classroom settings.

542. **Johnson, H. A., & Griffith, P. L. (1986). The instructional patterns of two fourth-grade spelling classes: A mainstreaming issue. American Annals of the Deaf, 131(5), 331-338.**
Compared instructional patterns and student-teacher interactions of 2 4th-grade spelling classes, 1 class with 5 hearing-impaired students (HISs) and 1 general education class with 2 students being considered for mainstream placement. Video recordings and written transcriptions were analyzed to measure both verbal and nonverbal interactions. Important differences were observed between the 2 classes with regard to instructional space, instructional context, instructional materials, academic task structure, social participation structure, and communication exchange structure. Further research into these areas will provide useful information regarding the preparation of HISs for mainstreaming and the appropriateness of potential settings for meeting the students' educational needs.

543. **Johnson, H. A., & Griffith, P. L. (1985). Mainstreaming the hearing impaired student: An area of preparation responsibility for teacher training programs: A pilot study. Exceptional Child, 32(3), 185-190.**
Examined the perspectives that 8 deaf children, 9 parents of handicapped and nonhandicapped children, 6 special and general education teachers, and 6 special and general education administrators brought to the mainstreaming process. Interview data reveal the different and sometimes competing priorities of mainstreaming participants; these priorities are discussed in terms of their impact on the success or failure of the mainstreaming process and the preparation of responsibilities of teacher training programs.

544. **Johnson, L. J. (1986). Factors that influence skill acquisition of practicum students during a field-based experience. Teacher Education and Special Education, 9(3), 89-103.**
A study of influences on practicum students' (N=8) acquisition of teaching skills for mainstreaming handicapped children revealed that cooperating teachers, university supervisors, course work, field experiences, and practicum assignments exerted the greatest influence on student teachers.

545. **Johnson, L. K. (1990). PASSWORD: Organizing exits from the resource room. Teaching Exceptional Children, 22(2), 82-83.**
The article offers a classroom management technique, PASSWORD, that facilitates the smooth transition of handicapped students from the resource room to the regular class. Students are each asked a "code question," usually a review question, the answer to which is the password for leaving the resource room.

546. **Johnson, L. J., and others. (1988). Barriers to effective special education consultation. Remedial and Special Education (RASE), 9(6), 41-47.**
Despite the growing momentum of the special education consultation movement, data indicate that in practice special educators spend very little time in a consulting role. The article examines the emergence of the consulting movement and barriers impeding the integration of consultation into the role of the special educator.

547. **Johnson, M. (1986). Educating disabled kids. American School and University, 58(8), 48-50,52.**
Despite many accomplishments since the passing of the Education for All Handicapped Children Act, not all disabled children are benefiting from the law. Examples are cited from Douglas Biklen's study of schools that have achieved the integration of disabled and nondisabled students.

548. **Johnson, R. C. (1989). Mainstreaming? It all depends... Perspectives for Teachers of the Hearing Impaired, 7(3), 12-15.**
Evaluation of mainstreaming's effectiveness for hearing-impaired students depends on the definition of mainstreaming, impact of students' personal attributes, and program characteristics. Nine mainstreaming studies, conducted at Gallaudet Research Institute, are briefly described, focusing on model development, longitudinal studies, process-oriented writing programs, and effects on mathematics achievement and student performance.

549. **Johnson, R., & Mandell, C. (1988). A social observation checklist for preschoolers. Teaching Exceptional Children, 20(2), 18-21.**
The Social Observation for Mainstreamed Environments (SOME) checklist evaluates handicapped preschool children's social skills and readiness for mainstreamed environments. Checklist items represent social behaviors important to successful preschool integration, such as initiating interactions appropriately, obeying class rules, and respecting others' feelings. The SOME's development, testing, format, and use are explained.

550. **Jones, C. (1987). Working together: The development of an integration program in a primary school. Cambridge Journal of Education, 17(3), 175-178.**
Discusses issues that arise when children with disabilities receive their education in a primary school. It is suggested that this integration process elicits fundamental changes within a school and that these changes affect curriculum, interpersonal relationships, and the ethos and philosophy of the school. A case history of an integrated school that received children with visual impairments is presented.

551. **Jones, N. L. (1986). The Education for All Handicapped Children Act: Coverage of children with Acquired Immune Deficiency Syndrome (AIDS). Journal of Law and Education, 15(2), 195-206.**
Briefly examines the history and current medical knowledge of Acquired Immune Deficiency Syndrome (AIDS). Describes general requirements of the Education for All Handicapped Children Act (EACHA) and how they are applied to the AIDS situation. Suggests that admission of AIDS students to schools be allowed on a case-by-case basis.

552. **Jones, R. I. (1986). Can deaf students succeed in a public university? ACEHI Journal, 12(1), 43-49.**
Since 1964, California State University at Northridge has mainstreamed hearing impaired students, 538 of which have completed degrees. The success of these students demonstrates that qualified deaf students can both succeed and compete in public postsecondary education institutions if provided with adequate support services such as notetaking and sign language interpreting.

553. **Jones, S. N., & Meisels, S. J. (1987). Training family day care providers to work with special needs children. Topics in Early Childhood Special Education, 7(1), 1-12.**
Post-training assessment of family day care providers (N=13), who participated in Family Day Care Project training sessions and biweekly on-site consultations and then mainstreamed young handicapped children (N=27) into their homes, demonstrated an overall significant positive change in knowledge and attitudes toward disabilities and improved day care services.

554. **Jones, S. D., & Messenheimer-Young, T. (1989). Content of special education courses for preservice regular education teachers. Teacher Education and Special Education, 12(4), 154-159.**
A national survey of special education coursework requirements for preservice regular education teachers was conducted to (1) identify specific course content (2) identify individual institution or state requirements, and (3) to identify types of direct experience with exceptional learners required of prospective teachers.

555. **Jordan, L. J. (1986). Special needs students in home economics classrooms. Illinois Teacher of Home Economics, 29(3), 97-101.**
The author makes suggestions for teachers of special education students concerning accommodating individual needs. The suggestions include: (1) adjust the level of difficulty appropriately; (2) make only those changes which are really necessary; (3) give the poor reader a break; (4) make notetaking easier; and (5) teach for attention, meaningfulness, and motivation.

556. **Jordan, T. L., & McLaughlin, T. F. (1986). Concerns of regular classroom teachers regarding mainstreaming. Pointer, 31(1), 43-48.**
Discusses the effects of teacher attitudes on the outcome of mainstreaming of students with special needs. Factors having a significant effect on teachers' attitudes include teachers' perception of degree of success of mainstreaming, level of administrative support, and level of student support services (B. Larrivee and L. Cook, 1979). Experience in teaching the mainstreamed child may intensify rather than modify teachers' negative attitudes toward teaching special children, and teachers' attitudes regarding mainstreaming are directed more toward the educational situation than toward the personal traits of the special child.

557. **Juneidi, P. (1986). Advocacy for integration. Educational and Child Psychology, 3(3), 42-54.**
Describes ways by which parents can get their children with special learning needs integrated into mainstream schools. It is suggested that parents rally support for their cause from a key professional in the education system, learn how the system works and who makes the decisions, assess the feasibility of what they are asking for, and maintain a high energy level in supporting their cause. Examples of what some families with special children have had to face are included, and the key tenets of a parents' campaign that work as a link between parents and the school system are delineated.

558. **Junkala, J., & Mooney, J. F. (1986). Special education students in regular classes: What happened to the pyramid? Journal of Learning Disabilities, 19(4), 218-221.**
Investigated school districts that made high use (HU) and those that made low use (LU) of a placement option in which special education (SE) students were fully

assigned to regular classrooms. SE administrators, SE teachers, regular teachers, and principals (46 LU and 54 HU) responded to questionnaires designed to elicit their beliefs about issues surrounding mainstreaming and the placement of SE students. Results show that HU SE administrators were more positive than LU SE administrators about mainstreaming and placement issues. HU teachers were more positive than LU teachers, and principals were more positive than teachers.

559. **Kadmon, H. (1989). Education of the blind and visually impaired population of Israel. Journal of Visual Impairment and Blindness, 83(1), 26-30.**
The article describes various models of educating blind and visually impaired students in Israel, including residential schools, resource rooms, itinerant teachers, and joint and individual initiatives. Noted are the policy of encouraging mainstreaming and the autonomy of special educators in program planning.

560. **Kaiser, S. M., & Woodman, R. W. (1985). Multidisciplinary teams and group decision-making techniques: Possible solutions to decision-making problems. School Psychology Review, 14(4), 457-470.**
In placement decisions necessitated by PL 94-142, the multidimensional team approach may be hindered by group problems. The more structured nominal group technique (NGT) is suggested. NGT has six steps: silent, written generation of ideas; round robin reporting; group discussion for clarification; preliminary priority vote; discussion; and final vote.

561. **Karper, W. B., Martinek, T. J., & Wilkerson, J. D. (1985). Effects of competitive/non-competitive learning on motor performance of children in mainstream physical education. American Corrective Therapy Journal, 39(1), 10-15.**
31 nonhandicapped and 19 handicapped children from kindergarten through Grade 3 who attended a university physical education program participated in both controlled noncompetitive and controlled competitive environments at various times during a 24-wk period. The handicapped Ss suffered from learning disabilities, hyperactiveness, seizure disorders, or cardiac problems. Motor performance was examined via high speed photography and biomechanical analysis at the end of each controlled period. Analysis showed that all Ss as a total group scored higher on 3 motor skills during competitive as compared to noncompetitive treatments, except for 1 skill during 1 of the competitive treatments. On 2 skills, performance actually dropped during the noncompetitive treatment following a competitive one. Handicapped Ss performed higher than nonhandicapped Ss some of the time during both treatments. The possible confounding effects of motivation on performance are considered.

562. **Karper, W. B., & Martinek, T. J. (1985). The integration of handicapped and nonhandicapped children in elementary physical education. Adapted Physical Activity Quarterly, 2(4), 314-319.**
Studied the complexities associated with integrating handicapped with nonhandicapped children in elementary physical education classes over a 2-yr period. Children were in kindergarten through 3rd grades. Variables studied were motor performance, self-concept, teacher expectations, student effort (how hard a

student tried during class), age, and social climates (competitive and noncompetitive atmospheres). Implications for teachers of physical education are drawn from the results.

563. **Karper, W. B., & Martinek, T. J. (1985). Problems in mainstreaming research: Some personal observations. *Adapted Physical Activity Quarterly*, *2*(4), 347-350.**
Discusses some of the problems that make mainstreaming difficult, especially concerning the believability, replicability, and generalizability of the research results of mainstreaming in physical education. Decisions are necessary regarding the standardization of procedures that place atypical students in the mainstream, and clear definitions are needed regarding what constitutes a handicapped student in physical education. Also, agreement is needed on what typifies the makeup of a regular physical education program that serves handicapped students.

564. **Kasen, S., and others. (1990). Mainstreaming and post secondary educational and employment status of a Rubella cohort. *American Annals of the Deaf*, *135*(1), 22-26.**
The postsecondary education and work status of 46 rubella deaf young adults was described and evaluated as an outcome of ethnicity, socioeconomic status, preschool attendance, early parent involvement, and degree of prior mainstreaming. Prior mainstreaming was a determinant of postsecondary education attendance over and above the effects of demographic and background characteristics.

565. **Katsiyannis, A., & Prillaman, D. (1990). Teaching math using regular curricula. *Teaching Exceptional Children*, *23*(1), 26-29.**
The article offers guidelines for using the regular education mathematics curriculum for students with mild disabilities. Approaches geared toward mildly handicapped adolescents include the parallel alternate curriculum, the resource room model, and the strategies intervention model. Specific teaching suggestions are also recommended as are appropriate measures for diagnostic teaching and assessment.

566. **Kauffman, J. M., Gerber, M. M., & Semmel, M. I. (1988). Arguable assumptions underlying the regular education initiative. *Journal of Learning Disabilities*, *21*(1), 6-11.**
The following implicit or explicit assumptions in the Regular Education Initiative proposed by the Council for Exceptional Children (1987) are discussed, in terms of tenability: (1) Students are overidentified as handicapped, and there is a widening gap between regular and special education. (2) Students' failure is largely attributable to teacher failure. (3) Regular classroom teachers' opinions and skills can easily be trained or retrained to ensure teaching and management strategies that would make much of special education unnecessary. (4) Variance in student behavior and academic performance in regular classrooms can be significantly diminished or eliminated. (5) Significant new resources or technologies of instruction exist that will permit regular classroom teachers to achieve both reduced variance and higher mean behavior outcomes.

567. **Kauffman, J. M., and others. (1987). Characteristics of students placed in special programs for the seriously emotionally disturbed. Behavioral Disorders, 12(3), 175-184.**
Among findings of the study of characteristics of 249 seriously emotionally disturbed students (aged 7-19 years) were that half were placed for part of the day in regular classes, that behavior problem scores were related to reading achievement; and the Intelligent Quotient (IQ) was not predictive of amount or kind of behavior problem.

568. **Kaufmann, J. M. (1989). The regular education initiative as Reagan-Bush education policy: A trickle-down theory of education of the hard-to-teach. B.C. Journal of Special Education, 13(3), 201-223.**
The paper discusses the Regular Education Initiative as a conceptual revolution, as a political strategy, and as a flawed policy initiative. It argues that the REI focuses on a small number of highly emotional issues, such as integration, nonlabeling, efficiency, and excellence, which distract attention from deeper analysis.

569. **Kavale. K. A. (1989). Addressing individual differences in the classroom: Are we up to the job? A discussion of the issues. Teacher Education and Special Education, 12(4), 179-182.**
The paper provides an overview of issues concerned with individual student differences including disabilities. Such issues concern: philosophical dilemmas in individualization, needed changes in methods instruction, effective inservice training and individualization, and state and university partnerships.

570. **Kearly, P. (1988). Historical and philosophical issues in normalization of handicapped individuals. Child and Youth Services, 10(2), 3-33.**
Provides a summary of seven eras reflecting the philosophical perspectives that have influenced the treatment of handicapped individuals in the past. Issues concerning the integration of handicapped people into the community are reviewed. A conceptual framework for examining factors that influence service delivery is provided.

571. **Kelley-Kinnie, J. (1986). Eliminating artifacts from the system. Academic Therapy, 22(1), 41-51.**
A rural school developed a system to identify and intervene with students whose learning styles did not match the school's predominantly verbal-auditory methods. A School Assessment Team produced a program to be implemented in regular class settings. A case of a second grader illustrates the value of suggested teaching strategies.

572. **Kelly, L. E. (1990). Planning and implementing effective instruction in physical education for students with learning disabilities. Academic Therapy, 25(3), 303-313.**
Planning and implementing effective physical education instruction for students with learning disabiltiies in mainstreamed settings involves focusing on qualitative aspects before quantitative, setting clear and consistent expectations, maximizing students' chances for success, maximizing on-task time, using modeling and physical manipulation, and including positive and immediate feedback.

573. **Keogh, B. K. (1988). Improving services for problem learners: Rethinking and restructuring. Journal of Learning Disabilities, 21(1), 19-22.**
The proposed merger of special and regular education is analyzed relative to 2 issues: the reality of conditions of mild handicap and the capability of the regular education system to serve all pupils effectively. It is argued that the study of individual differences, one major component of a needed research agenda, must be directed at determining the nature and expression of instructionally relevant individual differences within and across conditions of problem and nonproblem learning. Similarly, the study of program models must address efficacy across conditions and sites. It is concluded that conditions necessary for restructuring include a stable and coherent policy of support for research and evaluation, the study of programs as well as of individuals, and recognition of the need for multiple and competing program models.

574. **Kirton, M., Bailey, A., & Glendinning, W. (1991). Adaptors and innovators: Preference for education procedures. Journal of Psychology, 125(4), 445-455.**
Tested the hypothesis that differences in attitudes toward conflicting procedures would depend on the context of the presentation and on an individual's cognitive style. Data were from 182 British school teachers who completed the Kirton Adaption-Innovation Inventory and 2 questionnaires concerned with aspects of educational procedures. Results are broadly in line with expected adaption-innovation theory. Innovators were found to have a preference for procedures loose in structure, with aims not easily defined, and without easy methods of assessment. The adaptors showed a preference for procedures containing a tighter structure, more definable aims, and more precise methods of assessment.

575. **Klassen, C. (1986). A communicative orientation for mainstreaming ESL students. TESL-Talk, 16(1), 14-21.**
Discusses the communicative approach to language instruction and how this approach can be used by high school subject-area teachers to mainstream students of English as a second language into the regular high school classroom.

576. **Klein, N., & Sheehan, R. (1987). Staff development: A key issue in meeting the needs of young handicapped children in day care settings. Topics in Early Childhood Special Education, 7(1), 13-27.**
Proposes the integration of handicapped children into community childcare centers as adjunct services to specialized early intervention programs. Models of staff development that have been effective for teachers of school-age children in mainstreamed settings are presented, and features of these models are incorporated in the special education consultation model described. This model provides on-site consultation to daycare providers as they acquire the skills to adapt and modify activities to facilitate the social integration of handicapped children. Case studies are presented that document the staff development process, and survey data from 17 daycare centers illustrate staff development needs.

577. **Kluwin, T., Blennerhassett, L., & Sweet, C. (1990). The revision of an instrument to measure the capacity of hearing-impaired adolescents to cope. Volta Review, 92(6), 283-291.**
Hearing-impaired students (n=324) in grades 9-11 were administered the Adolescent-Coping Orientation for Problem Experiences. The measure was found to be valid and reliable for measuring subjects' coping skills and for assessing students' suitability for various types of educational placements.

578. **Kluwin, T. N., & Moores, D. F. (1985). The effects of integration on the mathematics achievement of hearing impaired adolescents. Exceptional Children, 52(2), 153-160.**
Mathematics achievement of 36 students in mainstreamed mathematics classes was compared with 44 students in self-contained classes. Analysis showed that integrated students performed significantly better than self-contained Ss. A model is proposed to account for differences: higher expectations, exposure to greater quantities of demanding material, availability of individual support, and training in academic content for regular mathematics teachers.

579. **Kluwin, T. N., & Moores, D. F. (1989). Mathematics achievement of hearing impaired adolescents in different placements. Exceptional Children, 55(4), 327-335.**
Describes a study, involving 215 students (mean age 16.7 yrs) and 63 teachers, which addressed 3 concerns related to mainstreaming for hearing impaired students: the selection process, the difference between a mainstream placement with an interpreter and a self-contained placement, and the quality of the educational experience. Almost half of the variance in achievement between the 2 settings is described. Three conclusions can be drawn: (1) Student background factors are a primary determinant of achievement; (2) mainstreaming with an interpreter has no specific effect on achievement for hearing impaired students; and (3) the quality of instruction is the prime determinant of achievement, regardless of placement.

580. **Knapczyk, D. R. (1989). Generalization of student question asking from special class to regular class settings. Journal of Applied Behavior Analysis, 22(1), 77-83.**
Investigated the use of videotaped exemplars taken from a regular education mathematics class to teach generalization of student question asking. Three learning disabled 4th graders who asked few questions in the regular education class served as Ss. Measures of the frequency of question asking and percentage of accuracy on assignments were obtained in the regular class. Treatment included showing the videotapes to the Ss, structuring opportunities for rehearsing question asking, and providing feedback. Results show that training procedures implemented in the learning resource room were effective in increasing Ss' question asking and in improving their scores on assignments in the regular math class.

581. **Knapczyk, D. R. (1988). Reducing aggressive behaviors in special and regular class settings by training alternative social responses. Behavioral Disorders, 14(1), 27-39.**
Investigated the relationship between setting events and the performance of aggressive behaviors (ABs) by 2 special education students (aged 13 and 14 yrs) in 3 public school settings. Analysis revealed that ABs followed interactions in

which the Ss initiated greetings or made requests of peers and the peers ignored the greetings, denied the requests, or made a derogatory comment to the Ss. Videotaped exemplars of social situations were used to model, rehearse, and provide directed feedback of appropriate alternatives to ABs. Results indicate that the intervention was effective in reducing the level of AB and in improving the willingness of peers to interact with the Ss.

582. **Kniel, A. (1987). Choosing a preschool for handicapped children: Factors in parents decision making. International Journal of Rehabilitation Research, 10(2), 210-214.**
Investigated parents' motives in choosing a preschool for handicapped children (aged 3-6 yrs), using interview data from 74 German mothers. Results indicate that choice of a neighborhood, specially integrated, or segregated preschool was largely determined by family background and by information seeking behavior that reflected specific family needs. Four main factors influencing parents' decisions were child-related, family-related, social-network, and regional.

583. **Knoff, H. M. (1985). Attitudes toward mainstreaming: A status report and comparison of regular and special educators in New York and Massachusetts. Psychology in the Schools, 22(4), 410-418.**
400 regular and special educators from New York (a state that categorically labels special-needs children for educational services) and Massachusetts (a noncategorical-labeling state) were surveyed on their mainstreaming attitudes and perceptions of handicapped exceptional children. Ss' atttitudes toward the effects on these children of different educational placements, their reactions to integrating these children into regular classrooms, their knowledge of their special education responsibilities, and their inclusions in their building-level special education processes were examined. Results show that all Ss disagreed that placement in a special education program would have the effect of restricting a handicapped child's extracurricular school activities. Ss from New York felt more strongly than those from Massachusetts that an exceptional student would be isolated in a mainstreamed classroom. Most Ss felt that special education adequately provides for exceptional children's needs and should be left unchanged. Special educators in both states expressed a strong awareness of state and federal special education laws and their mandated responsibilities under those laws, while regular educators expressed significantly less awareness. Implications for the improvement of special education services are discussed. (12 references).

584. **Koenig, A. J., & Holbrook, M. C. (1991). Determining the reading medium for visually impaired students via diagnostic teaching. Journal of Visual Impairment and Blindness, 85(2), 61-68.**
Describes a diagnostic teaching approach made up of 2 phases, initial decision and ongoing evaluation, for determining the reading medium for visually impaired students. Checklists are included to help in the collection of data to be considered by the multidisciplinary team. Case studies of mainstreamed students in kindergarten and 4th grade are discussed to illustrate the technique's appropriate use.

585. **Kramer, J. (1987). Special educational needs and the voluntary groups. A report on the consultative process. European Journal of Special Needs Education, 2(1), 53-62.**
A series of four consultative meetings between the Local Education Authority of Derbyshire, England and voluntary organizations representing various disabilities is described. Major issues which emerged during discussions included resources, the role of special schools in integration, the 1981 Education Act and Multi-professional Assessment, and medical care and support.

586. **Kugelmass, J. W. (1989). The "shared classroom": A case study of interactions between early childhood and special education staff and children. Journal of Early Intervention, 13(1), 36-44.**
Explored the development of social interactions between the 6 typical and 6 disabled 4-yr-old children in an integrated classroom, using a qualitative analysis of videotapes taken once a month, for 9 mo, during a 1-hr free-play period. Observation and discussion of these videotapes with the classroom team revealed that structural changes in the environment of the classroom were essential for the development of positive social interactions between the children. While spontaneous cooperative play between disabled and nondisabled children did not occur initially, teacher/staff intervention facilitated cooperative and parallel play. Individual differences were noted among children's tolerance for deviance.

587. **Lamont, I. L., & Hill, J. L. (1991). Roles and responsibilities of paraprofessionals in the regular elementary classroom. B.C. Journal of Special Education, 15(1), 1-24.**
Analysis of questionnaire responses of 51 regular elementary teachers and 50 paraprofessionals in British Columbia classes which included handicapped children found both groups tended to agree on actual, preferred, and not appropriate paraprofessional tasks. Task endorsement was primarily determined by the age, grade level, abilities, and needs of the individual special needs child.

588. **Lanier, N. J., & Jones, A. M. (1988). Attitudes toward the mainstreaming of moderately to severely mentally handicapped students. Reading Improvement, 25(3), 242-244.**
Surveys teachers, students, students' parents, and parents of mentally handicapped students for their attitudes regarding the mainstreaming of Moderately-Severely Mentally Handicapped students. Finds that attitudes toward mainstreaming, except those of handicapped students' parents, were generally negative.

589. **Larrivee, B., & Horne, M. D. (1991). Social status: A comparison of mainstreamed students with peers of different ability levels. Journal of Special Education, 25(1), 90-101.**
Compared the peer acceptance of 100 mainstreamed elementary school students with that of 300 of their class peers of differing ability levels. In each classroom, a mainstreamed student and a student of low, average, and high ability, defined in terms of reading-group placement, were selected randomly. To assess peer acceptance, a sociometric scale was group-administered to each of the participating 100 classes while the mainstreamed S was present. An analysis of variance (ANOVA) indicated that the main effect due to ability level was

significant. Results reveal that peer acceptance was significantly lower for the mainstreamed S as compared with both the average- and the high-ability S, but was comparable to that of the low ability student.

590. **Laszlo, J., Baristow, P., & Bartrip, J. (1988). A new approach to treatment of perceptuo-motor dysfunction: Previously called "clumsiness". Support for Learning, 3(1), 35-40.**
40 children (aged 7.5-11.5 yrs) attending mainstream junior schools were administered the Perceptual-Motor Abilities Test (PMAT) and the Test of Motor Impairment (TOMI). These Ss scored highly in terms of errors on the PMAT, which concurred with their teachers' evaluation that their motor development lagged behind their intellectual abilities. Ss were assigned to 1 of 4 training groups: Group 1 Ss were trained in all processes in which they were deficient; Group 2 Ss were trained in kinesthetics only; Group 3 Ss were given spatial and/or temporal programming; and Group 4 Ss had general fine and gross motor skill training along traditional lines. After training, Ss were retested on the PMAT and TOMI. 29 Ss were found to suffer from dyskinesthesia. Kinesthetic training alone improved motor performance for Group 2 Ss.

591. **Latham, G. (1987). Mainstreaming: A victim of disincentives. Principal, 67(2), 33-35.**
Since the passage in 1975 of Public Law 94-142 with the intent of "mainstreaming" handicapped students, more students are moving from regular classrooms into special education rooms. Identifies and discusses eight disincentives to mainstreaming handicapped students.

592. **Lawrence, B. (1991). Self-concept formation and physical handicap: Some educational implications for integration. Disability, Handicap and Society, 6(2), 139-146.**
Outlines theories of self-concept and discusses the relationship between self-esteem and body image. The possible impact of physical handicap on self-concept formation is examined. Physical handicap affects the learning effectiveness of handicapped individuals and reduces the rate of self-concept formation. Significant others (parents, teachers, peers) can help handicapped individuals to establish a positive self-concept. Educational implications are discussed in light of policies and initiatives to include physically handicapped pupils in mainstream schools.

593. **Lawrence, P. A. (1988). Basic strategies for mainstream integration. Academic Therapy, 23(4), 349-355.**
Discusses the integration of children deficient in academic or behavioral skills into the regular classroom and presents guidelines emphasizing planning, flexibility, and a belief in the success of mainstream integration. Guidelines include such suggestions as these: Set regular meeting times; develop and explain class rules and consequences; be consistent; provide clear directions; individualize instruction; use direct instruction for new skill acquisition; use peer tutoring; structure transition times.

594. **Lazarus, B. D. (1991). Guided notes, review, and achievement of secondary students with learning disabilities in mainstream content courses. Education and Treatment of Children, 14(2), 112-127.**
The study compared the use of guided notes alone and guided notes with supervised review time with six students with learning disabilities integrated into a regular high school science class. The guided notes with supervised review time strategy produced significant academic gains across all participants.

595. **Lazarus, B. D. (1988). Using guided notes to aid learning-disabled adolescents in secondary mainstream settings. Pointer, 33(1), 32-35.**
Learning-disabled students in mainstream settings can use guided notes to help them actively participate in notetaking, follow the sequence of lectures/discussions, and produce useful summaries of important information for future review. This article defines guided notes, describes how to develop guided notes, and offers tips to maximize their effectiveness.

596. **LeBuffe, J. R. (1988). A clarification of the roles and responsibilities of teachers, students and interpreters in a mainstream setting. Perspectives for Teachers of the Hearing Impaired, 6(4), 5-7.**
The responsibilities borne by deaf students, interpreters, classroom teachers, and deaf education teachers which are necessary for mainstreaming to succeed are enumerated. A meeting among all parties early in the school year to review their respective roles and the compilation of a written summary for future reference can promote success.

597. **LeBuffe, J. R. (1987). Helping individual students in mainstream classes. Perspectives for Teachers of the Hearing Impaired, 6(1), 8-10.**
Students with mild to moderate hearing losses have different communication needs from their normal-hearing peers, but if those needs are met the children can thrive in a mainstream setting. A certified teacher of hearing impaired students can provide professional advice by observing the mainstream classroom and consulting with the teacher.

598. **Lee, Y. (1991). Camp Gonee: A Korean camp for children with disabilities. Camping Magazine, 63(3), 20-24.**
Describes Korea's Camp Gonee for mainstreaming disabled children, based on American continuum-of-services approach to therapeutic recreation. Describes camp's systematic design, planning, objectives, program development, and volunteer training. Describes campers' experiences, progress, and relationships with volunteers. Discusses implications of camp in Korean social context.

599. **Lenz, B. K., Alley, G. R., & Schumaker, J. B. (1987). Activating the inactive learner: Advance organizers in the secondary content classroom. Learning Disability Quarterly, 10(1), 53-67.**
Investigated the effects of 7 23-37 yr old regular secondary teachers' delivery of an advance organizer prior to each lesson on 7 16-19 yr old learning disabled students' retention and expression of information from a given lesson. The results indicate that teaching techniques used by regular secondary teachers can benefit handicapped students in their classrooms, but, in the case of advance organizers, only when students are taught to make use of such techniques.

600. **Lerner, J. W. (1989). Educational interventions in learning disabilities. Journal of the American Academy of Child and Adolescent Psychiatry, 28(3), 326-331.**
Child psychiatrists and other mental health professionals play a key role in recognizing, diagnosing, and planning treatment for children and adolescents with learning disabilities (LDs). A review of educational issues examines educational implications of LDs at different age levels, different types of school placements involving the individualized education program and mainstreaming, and intervention methods in the academic area of reading and mathematics. The problems associated with each developmental stage (i.e., preschoolers, elementary school children, and adolescents) require different intervention methods and school programs.

601. **Lerner, J. W. (1987). The regular education initiative: Some unanswered questions. Learning Disabilities Focus, 3(1), 3-7.**
Concerns raised by the regular education initiative of the Office of Special Education and Rehabilitation Services include: the possible elimination of services to learning disabled students, the greater potential for school failure and its relatively greater damage than the "learning disability" label, and the inappropriateness of the regular classroom for the severely learning disabled child.

602. **Leutke-Stahlman, B. (1991). Hearing-impaired preschoolers in integrated child care. Perspectives in Education and Deafness, 9(4), 8-11.**
The article offers 10 questions to aid in integrating hearing-impaired preschoolers into a child care program. Questions address such concerns as staff and children learning to communicate with the deaf child, interpreting, social integration, group size, and helping the deaf child achieve status.

603. **Levy-Shiff, R., & Hoffman, M. A. (1985). Social behavior of hearing-impaired and normally-hearing preschoolers. British Journal of Educational Psychology, 55(2), 111-118.**
Investigated the relationship between social behavior and hearing loss in Israeli preschool-age children. Free play interactions were observed in mainstreamed settings involving 12 profoundly hearing-impaired (aged 48-64 mo), 12 severely hearing-impaired (aged 49-65 mo), and 12 normal hearing (aged 49-67 mo) Ss. Four 15-min observation periods were conducted over 1 mo for each S. Behavior was time sampled on a checklist of 19 behaviors. Results indicate that social competence and hearing impairment were inversely related: The profoundly impaired were markedly less skillful than the normal hearing, while the severely impaired differed only moderately. However, the hearing impaired as a group displayed greater self-segregation tendencies to interact with those of similar hearing status than was displayed by the normal hearing. Results are discussed in terms of extant research and theory on mainstreaming.

604. **Lew, M., Mesch, D., Johnson, D. W., & Johnson, R. (1986). Components of cooperative learning: Effects of collaborative skills and academic group contingencies on achievement and mainstreaming. Contemporary Educational Psychology, 11(3), 229-239.**
Studied interaction between socially isolated and withdrawn students and their nonhandicapped peers, using 83 nonhandicapped 8th graders and 4 social isolates (2 8th graders and 2 11th graders) who were academically deficient. The effects of 4 conditions were investigated: (a) opportunity to interact with classmates, (b) positive goal interdependence, (c) positive goal interdependence with a collaborative-skills group contingency, and (d) positive goal interdependence with both collaborative-skills and academic group contingencies. The dependent variables were achievement, cross-handicap relationships, and voluntary use of collaborative skills. Ss were observed in unstructured, free-choice learning situations over a 5-mo period. Results indicate that positive goal interdependence with both collaborative-skills and academic group contingencies promoted the most positive relationships with nonhandicapped classmates, most frequent engagement in cooperative skills, and the highest achievement. It is suggested that findings have implications for mainstreaming handicapped students. (25 references).

605. **Lewis, D., and others. (1989). Cost analysis for district-level special education planning, budgeting, and administrating. Journal of Education Finance, 14(4), 466-483.**
Examines the development and use of a resource-component cost model for local planning, policy, and decision making in special education. A local district case study found that any systematic examination of special education instructional costs must allow for variations in student use and that district budgets materially understate real special education costs.

606. **Leyser, Y. (1985). Competencies needed for teaching individuals with special needs. Clearing House, 59(4), 179-181.**
Concludes that although student teachers receive training and preparation in some or all competency areas necessary in teaching the handicapped, there is a need for teacher training programs to offer more preparation in at least some competency areas.

607. **Leyser, Y. (1988). The impact of training in mainstreaming on teacher attitudes, management techniques, and the behavior of disabled students. Exceptional Child, 35(2), 85-96.**
30 female prospective elementary education teachers, including 15 teachers trained in special education and 15 untrained controls, were observed while interacting with mainstreamed and matched comparison pupils from a group of 30 1st-6th graders. Findings reveal that training was effective in modifying attitudes toward mainstreaming by experimental teachers. Mainstreamed pupils in control teacher classroom displayed significantly fewer appropriate classroom behaviors than did their comparison peers. Experimental and control teachers did not differ significantly in the management techniques they employed. Both groups, however, reacted differently toward mainstreamed pupils than toward their matched classmates, showing more approval of on-task behavior and more criticism of inappropriate behavior in mainstreamed pupils.

608. **Leyser, Y. (1988). Pupil behavior and student management styles in mainstreaming classrooms. Reading Improvement, 25(2), 152-158.**
Discusses a study to evaluate the impact of a training program in mainstreaming on student-teacher classroom management styles and mainstreamed pupil behavior. Reveals that mainstreamed pupils in control classrooms displayed significantly less appropriate learning behaviors than did their experimental classroom peers.

609. **Leyser, Y., & Abrams, R. D. (1986). Perceived training needs of regular and special education student teachers in the area of mainstreaming. Exceptional Child, 33(3), 173-180.**
Attempted to identify training needs of prospective teachers in the area of mainstreaming and to determine whether 400 undergraduate special and regular education student teachers perceived a need for training in a common core of competencies. Responses to a 53-item competency questionnaire revealed that both groups indicated a need for additional training in several similar areas, including communication, classroom management, evaluation, and professional knowledge needs also identified in the literature for practicing teachers. Special education student teachers expressed the need for more extensive training in a range of specific skills in these competency clusters.

610. **Leyser, Y., & Bursuck, W. (1986). A follow-up study of regular education students trained in mainstreaming competencies. Teacher Education and Special Education, 9(3), 136-144.**
Regular classroom teachers (N=212) who took a course on mainstreaming felt that learning and physically disabled students were easiest and behaviorally disordered students were hardest to mainstream; and that the course provided a useful knowledge base on mainstreaming and was more useful than inservice training and contact with other professionals.

611. **Leyser, Y., & Lessen, E. (1985). The efficacy of two training approaches on attitudes of prospective teachers toward mainstreaming. Exceptional Child, 32(3), 175-183.**
Evaluated the effectiveness of 2 training models on the attitudes of prospective regular education teachers (undergraduates) toward mainstreaming. Three groups were compared: (a) 14 Ss were provided with both information about and experience with the handicapped; (b) 115 Ss were provided with information only; and (c) a control group of 124 Ss received no information. Two instruments were administered as pre-and posttreatment measures of attitudes toward mainstreaming. Analysis of covariance (ANCOVA) revealed significant differences between groups on total posttest scores of both scales and on factor scores. Post hoc significance tests indicated that scores of the 2 treatment groups were more positive than those of the control group but did not differ significantly from each other.

612. **Leyser, Y., and others. (1986). Direct intervention to modify attitudes toward the handicapped by community volunteers: The learning about handicaps programme. Educational Review, 38(3), 229-236.**
Describes a program planned and implemented by community volunteers to facilitate the development of positive attitudes toward the disabled. The program was implemented over one semester in five public schools. The article discusses

variables that contributed to the success of the program as well as some of the limitations of attitude change research.

613. **Lieber, J., & Semmel, M. I. (1987). The relationship between group size and performance on a microcomputer problem-solving task for learning handicapped and nonhandicapped students. Journal of Educational Computing Research, 3(2), 171-187.**
Describes a study which compared the performance of learning handicapped and nonhandicapped boys in grades four, five, and six working in like pairs, mixed pairs, and individually at the computer on a mathematics problem-solving task. It was found that the boys worked as effectively in pairs as they did individually.

614. **Lieberman, L. (1990). REI: Revisited...again. Exceptional Children, 56(6), 561-562.**
Lack of an agreed-upon definition for the Regular Education Initiative (REI) represents a significant obstacle to coherent debate. Three interpretations of the REI exist: merger of regular education and special education, partnership between regular and special education, and full integration of all children into regular classooms.

615. **Lilly, M. S. (1987). Lack of focus on special education in literature on educational reform. Exceptional Children, 53(4), 325-326.**
It is suggested that current shortcomings of special education services may lead authors of national education reports to focus on improvement of general education opportunities for all students rather than increased compensatory education. Special educators must work toward more effective integration of regular and special education.

616. **Lilly, M. S. (1988). The regular education initiative: A force for change in general and special education. Education and Training in Mental Retardation, 23(4), 253-260.**
Presents a definition of the "regular education initiative" (REI), which is a trend toward integrated school programs for handicapped students, and considers the context in which REI is occurring. Discussion includes a perspective on services for students with mild learning and behavior problems in schools. Topics considered include labeling, assessment, identification, placement, placement and attitudes in special education, and problems associated with these areas. A perspective on the general education movement as it relates to education of students with learning and behavior problems is presented. The need for social educators to become involved in solving the problems of general education is noted.

617. **Lin, W. T. C. (1987). The development of special education in Brazil. Disability, Handicap and Society, 2(3), 259-273.**
The development of special education in Brazil is compared with England and the U.S., emphasizing the predominance of educable mentally retarded as a category and the preference for special class provision. The paper discusses various influencing factors, current government policy and service provision, and the future prospects for integration.

618. **Lindsay, G. (1989). Evaluating integration. Educational Psychology in Practice, 5(1), 7-16.**
Addresses sociopolitical and empirical issues involved in the debate over educational integration (e.g., regarding disability, gender, or race). A framework is suggested for the conceptualization and evaluation of integration. Some examples of evaluating integration are presented. It is argued that evaluation should focus on specific units of analysis, including the child, peer group, teachers, parents, social interactions, curriculum, child-curriculum interactions, and support staff.

619. **Lindsay, G. (1985). Integration: Possibilities, practice and pitfalls: Introduction. Educational and Child Psychology, 2(3), 4-7.**
Discusses the integration of children in the educational system, with focus on the rights of disabled individuals to a full education and integration into the education system and society as a whole; the effectiveness of the variety of approaches available to the youngsters concerned; and the vested interests of the professionals involved (i.e., sociologists, psychologists, welfare personnel). Mainstreaming and special education are discussed, among other related topics.

620. **Lindsay, G., & Desforges, M. (1986). Integrated nurseries for children with special education needs. Research Supplement. British Journal of Special Education, 13(2), 63-66.**
The article describes three preschool units for children with special educational needs and considers the problems in integrating them into the mainstream. They note that true integration must include involvement of parents and collaboration with teachers.

621. **Lipp, M., and others. (1986). Scholastica institute: An innovative learning disability program for teachers and middle years students. Canadian Journal for Exceptional Children, 2(4), 133-135.**
Scholastica '85 (University of Regina) was an academic summer day camp designed to serve both gifted and learning disabled adolescents and to afford experienced teachers a practicum opportunity wherein learning disabled and gifted student engaged in integrated activities when common denominators were present and segregated activities when the agenda was specific to a particular exceptionality.

622. **Lipsky, D. K., & Gartner, A. (1987). Capable of achievement and worthy of respect: Education for handicapped students as if they were full-fledged human beings. Exceptional Children, 54(1), 69-74.**
Limitations of the current division of the general and special education service delivery systems are identified with focus on disabling attitudes of general and special educators. Stressed is the need for a unified educational system which meets the special needs of all students.

623. **Little, D. M. (1986). A crime against childhood--uniform curriculum at a uniform rate: Mainstreaming re-examined and defined. Canadian Journal of Special Education, 2(1), 91-107.**
A case for "special-ordinary" education is made in the context of the Effective Schools Movement. Development and maintenance of the "Most Enhancing Environment" (rather than the Least Restrictive Environment) and appropriate goals are discussed.

624. **Little, D. (1990). Preservice teacher education in Canada: Is it meeting the challenge of mainstreaming? B.C. Journal of Special Education, 14(2), 184-193.**
The article reviews the development of mainstreaming for children with disabilities in Canada and reports on a survey of 24 faculties and schools of education in Canada. Among conclusions was that institutions are following a policy of gradualness in preparing teachers for mainstreaming.

625. **Little, D. M. (1988). The redefinition of special education: Special-ordinary education...Individualized and Personalized in the Regular Class. Education Canada, 28(2), 36-43.**
Suggests that special education is actually a thoroughly good ordinary education, in which the teacher adapts teaching methods to fit each child's learning capacity. Discusses mainstreaming approaches characterized by success structuring, individualized educational plans, and behavior management programs. Includes 12 references.

626. **Lloyd, J. W., Crowley, E. P., Kohler, F. W., & Strain, P. S. (1988). Redefining the applied research agenda: Cooperative learning, prereferral, teacher consultation, and peer-mediated interventions. Journal of Learning Disabilities, 21(1), 43-52.**
Four intervention approaches are discussed: cooperative learning, prereferral teams, consulting teachers, and peer-tutoring. These have been recommended as a means of accommodating atypical learners in general education settings. Although there is extensive evidence about some of these approaches, there are few direct tests of their effects on atypical learners in general education settings. In addition, the evidence about some approaches is based primarily on descriptive rather than experimental data. The research in these areas, although encouraging, does not justify reducing special education services or provide definitive direction for practice. It is concluded that the available evidence reemphasizes the need for careful and systematic research.

627. **Locke, E. T., & Abbey, D. E. (1989). A unique equation: Learning strategies + generalization = success. Academic Therapy, 24(5), 569-575.**
Discusses the history, selection criteria, and organization of a learning strategies program designed to help learning disabled 9th-10th graders become self-reliant learners. The 2-yr program combines 3 elements: a tutorial period, a learning strategies class, and team teaching and content generalization. The program emphasizes generalization of skills taught in special education classes. Learning strategy development in mainstream classes is discussed. The program has seen several positive outcomes, including greater independence in its students as revealed by posttest achievement and direct observation, increased cooperation between mainstream and special education teachers, and greater parental support.

628. **Lombardo, E., & Lombardo, V. (1987). Attitudes of elementary, middle and high school teachers toward mainstreaming: Implications for job satisfaction. International Journal of Rehabilitation Research, 10(4), 405-410.**
Studied interaction among job satisfaction and teachers' experiences and attitudes related to mainstreaming of children with special needs. Human Ss: 41 normal male and female American adults (elementary school teachers). 16 normal male and female American adults (middle or junior high school teachers). 16 normal male and female American adults (high school teachers). The Ss completed mailed questionnaires assessing their experience with mainstreaming, attitudes toward mainstreaming, and job satisfaction. A multivariate analysis of variance (MANOVA) was used to determine interactions among these factors and their relation to teaching level. Test used: The Job Descriptive Index (P.C. Smith et al, 1969).

629. **Long, M. (1988). Goodbye behavior units, hello support services: Home-school support for pupils with behavior difficulties in mainstream schools. Educational Psychology in Practice, 4(1), 17-23.**
Describes the development and structure of a home-school liaison treatment system for students with behavior problems. Implementation includes 3 major stages: the school-parent interview, the daily behavior report with contingent management and home support, and weekly reports after behavior is stable.

630. **Lord, C., & Hopkins, J. M. (1986). The social behavior of autistic children with younger and same-age nonhandicapped peers. Journal of Autism and Developmental Disorders, 16(3), 249-262.**
Play interactions between six male autistic children (aged 8 to 12 years), younger normally developing kindergarten children, and nonhandicapped same-age peers resulted in gains for all (subjects were only those autistic children (6) observed; their autistic classmates were not observed) subjects in proximity, orientation, and responsiveness when playing with both their nonhandicapped peers and autistic classmates.

631. **Lord, J., Varzos, N., Behrman, B., Wicks, J., et al. (1990). Implications of mainstream classrooms for adolescents with spina bifida. Developmental Medicine and Child Neurology, 32(1), 20-29.**
Examined the social and academic implications of mainstream, mainstream and special (combined), or special-class education for 31 adolescents (aged 12-19 yrs) with spina bifida and for their primary caretakers. The Peabody Picture Vocabulary Test (PPVT) and the UCLA Loneliness Scale were completed by Ss, while their caretakers completed the Personality Inventory for Children. Ss in mainstream classes had the most normal scores for academic and social skills. Ss in combined classes had intermediate scores, and Ss in special classes had the lowest scores. Ss in combined classes reported the least loneliness. Parents indicated difficulty in acknowledging their children's problems, their own psychological discomfort, and their family difficulties.

632. **Lorenz, S. (1985). "No visible means of support": A tactical approach to the integration of children with Down's Syndrome into mainstream nursery provision. Educational and Child Psychology, 2(3), 116-122.**
Discusses the integration of preschool children with Down's Syndrome (DS) at the nursery level, citing work in Bolton, England. A sequential strategy was developed to enable as many 3- and 4-yr-olds with DS as possible to be integrated into nursery schools and classes: (1) inservice staff training (supportive climate); (2) early intervention and partnership with parents and parent training (confident parents); (3) ongoing assessment of the child (profile of needs); (4) assessment of nursery facilities (appropriate placement); (5) liaison with other agencies (specialist input); and (6) full parental involvement and regular monitoring (ongoing evaluation). Implications for the psychologist's role are discussed.

633. **Loucks-Horsley, S., & Roody, D. S. (1990). Using what is known about change to inform the regular education initiative. Remedial and Special Education (RASE), 11(3), 51-56.**
This article discusses conclusions from education research and their applications to the Regular Education Initiative. Key principles include the need for adequate time for changes, concrete models of innovations for adaptation by teachers and administrators, tailored support services, clear mandates for reform's directions, and participation by educators in decision-making processes.

634. **Lovaas, O. I. (1987). Behavioral treatment and normal educational and intellectual functioning in young autistic. Journal of Consulting and Clinical Psychology, 55(1), 3-9.**
Reports the results of behavior modification treatment for two groups of similarly constituted, young autistic children. Pretreatment measures revealed no significant differences between the intensively treated experimental group and the minimally treated control groups. At follow-up, experimental group subjects (N=19) did significantly better than control group subjects (N=40).

635. **Love, C. C., & Feather, B. L. (1988). Clothing teachers' preparation needs to meet challenges of mainstreamed students. Illinois Teacher of Home Economics, 31(3), 138-139.**
A survey of 303 Missouri home economics teachers attempted to identify factors that positively affect teachers' self-perceived competence to teach clothing construction to mainstreamed physically handicapped students. Primary factors were (1) personal clothing construction experience, (2) college course that dealt with disabilities, (3) years of teaching experience.

636. **Low, G. T., & Teasdale, G. R. (1985). An observational study of the social adjustment of spina bifida children in integrated settings. British Journal of Educational Psychology, 55(1), 81-83.**
Observed 8 5-7 yr old spina bifida children of average academic ability attending regular primary schools in Australia and 8 matched controls in the playground during 2 recess and 2 lunch breaks. Analysis showed that disabled Ss, 5 of whom were in wheelchairs or on crutches and 3 with no need of aid for mobility, had significantly fewer interactions overall, interacted with fewer people, and spent more time alone or in dyads. Peers initiated significantly fewer interactions with disabled Ss, suggesting lower levels of acceptance. Underlying patterns of

interaction differed, especially in terms of setting and length. The disabled also interacted less with opposite-sex peers. Findings raise doubts about the presumed benefits of integration.

637. **Lowden, G. (1985). The units' approach to integration. British Journal of Special Education, 12(1), 10-12.**
A survey of Welsh units for children with learning difficulties revealed that most mainstream teachers preferred not to teach slow learners; that very little antagonism toward slow learners was reported by nondisabled students, staff, and parents; and that only a few schools appeared to have planned a strategy for progressively extending integration.

638. **Lowenbraun, S., Madge, S., & Affleck, J. (1990). Parental satisfaction with integrated class placements of special education and general education students. Remedial and Special Education (RASE), 11(4), 37-40.**
Compared satisfaction ratings from 41 parents of special education students and 93 parents of general education students whose children were placed in integrated elementary classrooms. Ss rated their initial response and their satisfaction 6 mo after placement. In both groups, Ss' satisfaction levels held constant or improved after several months with the placement. Ss who requested the integrated classroom model were significantly more positive about it than those who did not.

639. **Lowenthal, B. (1987). Mainstreaming - ready or not. Academic Therapy, 22(4), 393-397.**
Suggestions presented for special education teachers evaluating or preparing mildly or moderately disabled students for integration into mainstreamed classes include: training students to understand the difference between the resource and mainstreamed classes (directions, group activities); meeting with the regular classroom teacher; and teaching students "survival skills".

640. **Lowenthal, B. (1990). The United States Regular Education Initiative: Flames of controversy. B.C. Journal of Special Education, 14(3), 273-277.**
Arguments in favor of and against the Regular Education Initiative (REI) are presented. Lack of appropriate qualifications of regular classroom teachers and a lack of empirical evidence on REI effectiveness are cited as some of the problems with the approach.

641. **Lucas, D., & Thomas, G. (1990). The "geography" of classroom learning. British Journal of Special Education, 17(1), 31-34.**
Suggestions are offered for organizing classrooms to promote learning by all students, including those with special educational needs. Two case studies illustrate the impact of reorganization of intermediate grade classrooms in terms of time on task, motivation, noise level, teacher-student communication, and other factors.

642. **Luckner, J. L. (1988). Communication is the key to providing effective support for teachers of mainstreamed students. Perspectives for Teachers of the Hearing Impaired, 6(5), 2-4.**
Resource teachers serving mainstreamed deaf students are encouraged to make use of a student weekly progress form to aid communication with regular

classroom teachers. The form covers academic progress, level of effort, specific problems, and whether a conference is desirable.

643. **Luckner, J. L. (1991). Competencies critical to teachers of students with hearing impairments. Teacher Education and Special Education, 14(2), 135-139.**
A national survey of teachers of the hearing impaired (n=313) in either nonintegrated classes in residential schools and day programs, or in integrated settings in regular public schools, or in itinerant programs examined perceptions of the competencies most critical to their job. Similarities and differences in teacher competencies across service delivery models were identified.

644. **Luckner, J. L. (1991). Mainstreaming hearing-impaired students: Perceptions of regular educators. Language, Speech, and Hearing Services in Schools, 22(1), 302-307.**
Surveyed 354 regular education teachers who provide educational services to hearing-impaired (HI) students (aged 4-18 yrs). Information is reported regarding their attitudes about working with HI students, administrative support, assistance from the teacher of the HI, and student socialization. Ss generally felt positive about working with mainstreamed HI students. Concerns about current practices in teacher-training programs and existent approaches to mainstreaming HI students are raised.

645. **Luckner, J. L., and others. (1989). Collaborative consultation: A method for improving educational services for mainstreamed students who are hearing impaired. American Annals of the Deaf, 134(5), 301-304.**
This paper provides an overview of collaborative consultation, a service delivery model emphasizing mediated joint problem-solving efforts between individuals from different fields. Of special emphasis is the role of teachers of mainstreamed hearing-impaired students in providing ongoing support to regular classroom teachers, speech-language pathologists, paraprofessionals, and administrators.

646. **Luftig, R. L. (1988). Assessment of the perceived school loneliness and isolation of mentally retarded and non retarded students. American Journal of Mental Retardation, 92(5), 472-475.**
Perceived school loneliness and isolation of 73 partially mainstreamed retarded students (mean age 13.5 years) and their nonretarded peers was assessed using a five-point Likert-type loneliness scale. Retarded students reported significantly more loneliness and isolation than nonretarded peers suggesting that mainstreaming by itself does not eliminate adverse effects of social isolation.

647. **Lynas, W. (1986). Pupils' attitudes to integration. British Journal of Special Education, 13(1), 31-33.**
A study involving interviews on mainstreaming with 50 hearing impaired, and 40 non impaired students as well as 45 teachers revealed problems for ordinary pupils (including disruption in their own education), for handicapped students (including excessive noise levels), and teachers (including requirements of extra time).

648. **Lynch, E. C., & Beare, P. L. (1990). The quality of IEP objectives and their relevance to instruction for students with mental retardation and behavioral disorders. Remedial and Special Education (RASE), 11(2), 48-55.**
Individualized education programs for 48 students with mild mental retardation and behavior disorders attending integrated elementary and secondary schools were evaluated for current, appropriate practices regarding generalization, functionality, age-appropriateness, and curricular area of emphasis. Results indicated that, although appropriate practices were in place, emphasis was almost exclusively on academic skills.

649. **Lynn, S. (1986). Lessons from mainstreaming. Instructor, 96(2), 64-66, 68, 148.**
Public School 279 in Brooklyn, New York, is a school which has made mainstreaming work. The school has 96 special education students plus 40 who see resource teachers. How mainstreaming has been implemented is discussed.

650. **Mack, F. R. P. (1988). Future trends in early childhood special education. Reading Improvement, 25(2), 132-145.**
Examines the state of early childhood special education, the salient influences on the future of the field, and implications for the 1990s.

651. **MacKay, A. W. (1987). The Elwood case: Vindicating the educational rights of the disabled. Canadian Journal of Special Education, 3(2), 103-116.**
The arguments of the Canadian court case Elwood v. Halifax County--Bedford District School Board, which established educational rights for the disabled under the Canadian Charter of Rights, are reviewed and the text of the agreement reprinted. The case established precedents in mainstreaming disabled students and involving parents in educational decisionmaking.

652. **Macleod, V. (1987). The teaching of music to primary children in schools for the visually handicapped compared with mainstream schools. British Journal of Visual Impairment, 5(3), 99-100.**
A survey of 28 music teachers in schools for the visually impaired and in mainstreamed primary schools in the United Kingdom found that the special schools spent more time on musical instruction. Other findings dealt with types of instruments used and types of activities included in the music lessons.

653. **MacMillan, D. L., Balow, I. H., & Widaman, K. F. (1988). Local option competency testing: Conceptual issues with mildly handicapped and educationally at-risk students. Learning Disabilities Research, 3(2), 94-100.**
Discusses the use of minimum competency tests (MCTs) with mildly handicapped and at-risk students, with a focus on local option states. Reciprocity among districts is examined as an impetus for searching to find a district with standards that can be met, and modified procedures are explored in terms of the unknown consequences of specific modifications and the possibility that such modifications may change the difficulty of the tests. It is suggested that using MCTs with handicapped and at-risk students may have unanticipated adverse effects on the careers of students functioning marginally in the public schools.

654. **Madge, S., and others. (1990). Social effects of integrated classrooms and resource room/regular class placements on elementary students with learning disabilities. Journal of Learning Disabilities, 23(7), 439-45.**
Social status of learning-disabled (LD) elementary students served by the Integrated Classroom Model was compared to that of LD elementary students in a regular class with resource room support. Results suggest that, although both groups had lower social status than nondisabled peers, ICM students blended into the classroom better.

655. **Magne, O. (1988). Hearing impaired children in Swedish education. International Journal of Special Education, 3(1), 81-87.**
This paper discusses the historical development of schooling for deaf children in Sweden, providing statistical information and describing special schools for deaf pupils, efforts to integrate hearing-impaired children into the regular school system, Swedish research on early training of deaf children, and current efforts to improve education of the hearing impaired.

656. **Maheady, L., & Algozzine, R. (1991). The Regular Education Initiative--Can we proceed in an orderly and scientific manner? Teacher Education and Special Education, 14(1), 66-73.**
This article addresses system-level, teacher-level, and child-level concerns to be addressed if efforts to operationalize the Regular Education Initiative are to be given a reasonable scientific test. Diagnosing current teacher competencies and improving upon relevant skills is seen as crucial to the attainment of child-level objectives.

657. **Maheady, L., and others. (1988). Classwide tutoring with mildly handicapped high school students. Exceptional Children, 55(1), 52-59.**
Fourteen mildly handicapped (learning-disabled or behavior-disordered) and 36 nondisabled students in grade 10 social studies classrooms participated in a classwide peer tutoring program. Performance on weekly tests was significantly improved; 60 percent of all students earned "A" grades, and failing grades were virtually eliminated.

658. **Maheady, L., Sacca, M. K., & Harper, G. F. (1987). Classwide student tutoring teams: The effects of peer-mediated instruction on the academic performance of secondary mainstreamed students. Journal of Special Education, 21(3), 107-121.**
Examined the effects of a Classwide Student Tutoring Teams (CSTT) program on the academic performance of 28 mildly handicapped (MH) and 63 nondisabled students in 3 9th- and 10th-grade mathematics classes. Results indicate that the implementation of CSTT resulted in average increases of 20% on weekly tests. The percentage of Ss earning A grades rose above 40% while CSTT was in effect, and most failing grades were eliminated. No MH Ss received a failing grade during CSTT instruction, and 8 MH Ss maintained averages about 90%. Student and teacher comments indicated that CSTT was an acceptable classroom intervention.

659. **Maher, C. A. (1987). Involving behaviorally disordered adolescents in instructional planning: Effectiveness of the GOAL procedure. Journal of Child and Adolescent Psychotherapy, 4(3), 204-210.**
Using the Goal-Oriented Approach to Learning (GOAL) procedure, an adolescent who has been classified under special education regulations as behaviorally disordered and who has been mainstreamed into regular classes is able to collaborate with a regular classroom teacher in planning an appropriate instructional program. 49 pupils classified as behaviorally disordered and manifesting interpersonal difficulties with peers and teachers were assigned to 1 of 2 procedures employed by regular classroom teachers in 2 high schools: (1) the GOAL procedure and (2) the traditional instruction procedure, which did not involve such planning. Results indicate that the GOAL procedure was superior to the traditional instructional procedure in terms of pupil attainment of classroom instructional goals, as well as teacher utilization of a greater range of classroom instructional strategies. The GOAL procedure was judged by teachers and pupils to be a practical psychoeducational approach.

660. **Maher, C. A. (1985). Procedure for mainstreaming handicapped adolescents into regular education classrooms. Techniques, 1(5), 380-388.**
Examined the effectiveness of a procedure for mainstreaming handicapped adolescents into regular classroom instruction. The procedure, termed goal-oriented approach to learning (GOAL), enables a handicapped adolescent to collaborate with a regular classroom teacher in development and implementation of an appropriate classroom instructional program. 49 students (mean age 15.4 yrs) classified as learning disabled or emotionally disturbed were assigned to 1 of 2 mainstreaming procedures used by regular classroom teachers in 2 high schools in an urban public school district. These 2 procedures were (a) the GOAL procedure, which actively involved each handicapped student in program development and implementation; and (b) the traditional procedure, which did not involve the handicapped student in program development and implementation. Results indicate that the GOAL procedure was superior in terms of student attainment of instructional goals and in terms of teacher utilization of a greater range of instructional strategies. Moreover, the GOAL procedure was judged by teachers and students as a practical approach.

661. **Maher, C. A. (1985). Resolving problems of mainstreaming: Effects of training educational administrators in interpersonal problem solving with staff members. Special Services in the Schools, 1(4), 83-99.**
Reports evaluation results of a program designed to train educational administrators in interpersonal problem solving (IPS) with staff relative to problems of educating mainstreamed handicapped students. In both an initial implementation and a replication, 4 public high school principals (mean age 42.5 yrs) were provided IPS training in 3 4-hr sessions. Training involved use of behavioral specification of the IPS skills to be acquired, didactic presentations, role-play exercises, performance feedback, and social reinforcement. Following both implementations, increases in IPS skills were observed for all Ss in simulation and naturalistic settings. Ratings of videotapes of the Ss made by other high school principals who were unaware of the program indicated that Ss' IPS improved following training. These raters also indicated that the training program would be beneficial to themselves and colleagues.

662. **Majsterek, D., Wilson, R., & Southern, W. T. (1988). The "regular education initiative" in secondary schools: Deterrents and directions. High School Journal, 72(1), 30-35.**
The regular education initiative (REI) argues that the energy focused on an inconsistently identified learning-disabled population would be better spent on meeting the mainstream educational needs of all students with learning problems. Research on effective schools, academic learning time, direct instruction, and learning-strategies training is reviewed to show the potential impact of the REI on secondary education in American schools. It is suggested that secondary educators seize the initiative in promoting the renewed emphasis on mainstreaming; suggestions are presented for an ongoing alliance among supervisors, administrators, teacher trainers, and school staff to bring research findings to bear on the reintegration process.

663. **Makas, E. (1988). Positive attitudes toward disabled people: Disabled and nondisabled persons' perspectives. Journal of Social Issues, 44(1), 49-61.**
Analysis of the responses to the Issues in Disability Scale made by 244 disabled and nondisabled persons suggests that the strain that frequently occurs during interactions between disabled and nondisabled individuals may derive more from misunderstandings of one another's expectations than from negative intentions.

664. **Male, M. (1986). Cooperative learning for effective mainstreaming. Computing Teacher, 14(1), 35-37.**
Reviews benefits of using cooperative learning strategies and computer assisted instruction (CAI) in classrooms with mainstreamed students; describes teacher's role in implementing cooperative learning; presents examples demonstrating potential of cooperative learning and CAI in language and social skills development; and outlines steps in creating a cooperative classroom for mainstreaming.

665. **Malone, D. M., & Stoneman, Z. (1990). Cognitive play of mentally retarded preschoolers: Observations in the home and school. American Journal on Mental Retardation, 94(5), 475-487.**
A within-Ss design was used to examine the cognitive play of 12 mainstreamed mentally retarded preschool boys (aged 24-70 mo) during group free-play at school and in an independent play situation at home. Ss played with available toys at school and with 3 designated toy sets at home. Ss played more in the home condition, and this play was more sophisticated than that in the school condition. Increased differences between home and school performance were positively associated with expressive communicative developmental age. Peak play did not differ between the 2 settings. Ss sequenced play activities more at home, and these sequences were longer and more complex than those at school.

666. **Manning, D. (1987). Parents and mainstreaming. Volta Review, 89(5), 119-130.**
Discusses the effects of Public Law 94-142 on the experiences of families who have mainstreamed their hearing-impaired children during the past 10 yrs. It is noted that although the legislation provides a mechanism for educating children, it does not relieve parents of their role as case managers. Providing broad direction and day-to-day monitoring of their children's education involves setting goals,

negotiating, and providing information and support to many people involved in the mainstreaming effort. Suggestions are given to help parents prepare for the mainstream experience, with particular attention given to key players in the effort.

667. **Manor, H., & Margalit, M. (1986). The therapeutic class teacher: A therapist or a teacher? School Psychology International, 7(2), 83-87.**
Studied, in 2 stages, the role of therapeutic class teachers (TCTs) by: (1) conducting structured interviews of 55 TCTs, and (2) analyzing the responses to a structured questionnaire of 22 principals (PRs) and 25 school psychologists (SPs). All Ss were from 42 schools in Tel-Aviv, Israel. The therapeutic class is an Israeli means of providing a back-up resource to enhance mainstreaming. Data analyses included means, standard deviations, t-tests, and Pearsons correlations. PRs and SPs expected TCTs to act as educational therapists, but the TCTs expressed confusion between the role expected of them as therapists and the need to be more involved in teaching. PRs were more satisfied with their TCTs than were the SPs. The more experienced TCTs evaluated their therapeutic works as more successful.

668. **Marchesi, A. (1986). Project for integration of pupils with special needs in Spain. European Journal of Special Needs Education, 1(2), 125-133.**
This paper analyzes a project approved by the Spanish government in 1985 to integrate special needs children into regular education. Outlined are characteristics of the Spanish educational system, parameters of practice in the integration project, and plans for the systematic evaluation of the integration project.

669. **Margolis, H., & McGettigan, J. (1988). Managing resistance to instructional modifications in mainstreamed environments. Remedial and Special Education (RASE), 9(4), 15-21.**
Classroom teachers serving handicapped students in the mainstream often need to make instructional modifications. This article discusses reasons for teacher resistance to instructional modifications and provides strategies that consultative staff can use to prevent or reduce resistance. Expectancy theory is used to provide a framework for understanding resistance and securing cooperation.

670. **Margolis, H., and others. (1990). Using cooperative learning to facilitate mainstreaming in the social studies. Social Education, 54(2), 111-114.**
Reviews cooperative learning theory, listing areas of improvement for both disabled and regular students. Explains how cooperative learning can be used to help mainstream students into social studies classes and gives guidelines for implementation. Points out that success depends on teachers' planning, implementation, and correct evaluation.

671. **Margolis, H., & Schwartz, E. (1989). Facilitating mainstreaming through cooperative learning. High School Journal, 72(2), 83-88.**
Discusses the use of cooperative learning to facilitate the mainstreaming of mildly handicapped students without significantly altering the curriculum. Through the use of structured group assignments, cooperative learning strategies help (1)

individualize instruction, (2) guide planning, (3) teach essential cooperative and social interaction skills, and (4) increase understanding of disabilities and respect for differences.

672. **Margolis, H., & Tewel, K. (1990). Understanding least restrictive environment — A key to avoiding parent-school conflict. Urban Review, 22(4), 283-298.**
Explains the concept and proper application of least restrictive environment in laws governing special education. Discusses conflicts that often arise between parents and school officials. Maintains that close adherence to least restrictive environment guidelines will best serve the interests of students and of the entire school community.

673. **Maring, G. H., Furman, G. C., & Blum-Anderson, J. (1985). Five cooperative learning strategies for mainstreamed youngsters in content area classrooms. Reading Teacher, 39(3), 310-313.**
Presents cooperative learning strategies (jigsaw; list-group-label; small group structured overview; survey, predict, read, and revise; and translation writing) that can be used successfully and simultaneously with all students, including mainstreamed students. The physical requirements of small-group cooperative learning strategies and general rules that must be observed by both teachers and students are discussed. It is suggested that mainstreamed students can also benefit from whole class strategies and from one-on-one strategies.

674. **Marshall. L., and others. (1986). Preschool integration: An experimental classroom. Canadian Journal for Exceptional Children, 3(1), 15-22.**
The study compared four methods of increasing quantity and quality of play interactions between nonhandicapped and 11 moderately-severely handicapped children in an integrated preschool. Results of contingent reinforcement, reinforcement plus modeling, reinforcement plus behavior management, and reinforcement plus modeling plus behavior management conditions were statistically analyzed.

675. **Marston, D. (1988). The effectiveness of special education: A time series analysis of reading performance in regular and special education settings. Journal of Special Education, 21(4), 13-26.**
The impact of regular and special education on 11 learning-disabled children in fourth through sixth grade was studied by analyzing their slope of improvement on curriculum-based measures of reading scores. A time series analysis indicated that daily reading instruction in a resource room was a more effective intervention than regular education.

676. **Martin, D. S. (1987). Reducing ethnocentrism. Teaching Exceptional Children, 20(1), 5-8.**
A review of the literature suggests classroom techniques for reducing ethnocentrism among deaf and hearing students including providing multiple opportunities for interactions, giving both groups opportunities to discuss openly their reactions to each other, and discussing ways in which all human groups are similar.

677. **Martin, D. S. (1986). Special education vs. "Regular" Education: Bridging the culture gap. Clearing House, 59(6), 259-262.**
Examines the gap between educators of handicapped students and educators of nonhandicapped students to discover ways the gap is destructive and ways it can be bridged.

678. **Martin, E. W. (1987). Developing public policy concerning "regular" or "special" education for children with learning disabilities. Learning Disabilities Focus, 3(1), 11-16.**
The article reviews the history of public policy, legislation, and services affecting learning disabled children in the context of professional differences concerning definitional issues and anxieties about current initiatives to serve learning disabled students in the regular classroom. The need for solid research on effective instruction with these groups is stressed.

679. **Martin, F. N., Bernstein, M. E., Daly, J. A., & Cody, J. P. (1988). Classroom teachers' knowledge of hearing disorders and attitudes about mainstreaming hard-of-hearing children. Language, Speech, and Hearing Services in Schools, 19(1), 83-95.**
An 84-item questionnaire regarding knowledge of hearing disorders and attitudes about mainstreaming hard-of-hearing children was administered to 187 in-service teachers enrolled in graduate communications courses. Results indicate that Ss' knowledge of hearing disorders was limited. The consensus of the Ss was that they would prefer to teach hard-of-hearing students only if substantial support personnel and in-service training were available. Ss did not consider the subject of hearing aids to be of great importance, but this was attributed to lack of information on amplification devices.

680. **Martin, S. S., and others. (1991). Effects of toys on the social behavior of preschool children in integrated and nonintegrated groups: Investigation of a setting event. Journal of Early Intervention, 15(2), 153-161.**
Eighteen handicapped and six nonhandicapped preschool children were observed during free play time. Children engaged in social behavior more often when playing with toys classified as social toys compared to isolate toys, and the incidence of social play was higher in integrated groups than in nonintegrated groups.

681. **Martin, V. (1988). Three cheers for yoga! A Brighton experiment in adult education for the mentally handicapped. Adult Education (London), 60(4), 314-321.**
Describes how Brighton Area Adult Education Service managed to run a successful "wider outlook" course that achieved integration of special needs students with the general public.

682. **Martinez, R. D. (1985). Reinforcing to failure. Academic Therapy, 20(3), 353-356.**
Presents the case study of a male 6th grader, enrolled in a special education class for the learning handicapped for 2 yrs. S was not able to make the transition to a mainstream class even though he had improved academic test scores, had a better attitude, and accepted more responsibility. S had received a bombardment of

external token reinforcers in the special education class. When they were no longer available he was unable to function. He was, in effect, reinforced to failure.

683. **Martlew, M. (1989). Observations on a child with cerebral palsy and her twin sister made in an integrated nursery and at home. Child Care, Health and Development, 15(3), 175-194.**
Observed and analyzed the behavior and experience of twin sisters (aged 3 1/2 yrs) while attending the same integrated nursery, and while playing with their mother at home. One S had cerebral palsy (CEP), while her sister developed normally. The S with CEP was nonambulant, and her interactions in the nursery were limited in both quality and quantity compared with her sister and with opportunities presented at home. There was little opportunity for the S with CEP to benefit from being with other children unless given adult support. It is proposed that integration needs to have structured and monitored support for ensuring that children with special needs benefit from mainstream education.

684. **Mason, M. (1990). Disability equality in the classroom — A Human rights issue. Gender and Education, 2(3), 363-366.**
Argues that the disabled are kept out of the mainstream of education by the lack of representation on decision-making bodies. Describes an exemplary mainstreaming project at a school in Guildford, Surrey.

685. **Matson, J. L. (1988). Teaching and training relevant community skills to mentally retarded persons. Child and Youth Services, 10(2), 107-121.**
Reviews some of the major developments in teaching and training relevant community skills to mentally retarded persons. The following adaptive skills are discussed: (1) toilet use and bed wetting; (2) eating, dressing, and personal hygiene; (3) community survival; and (4) vocational and social skills.

686. **Mawdsley, R. D. (1989). EHA and parochial schools: Legal and policy considerations. West's Education Law Reporter, 51(2), 353-364.**
Contends that if the Education for All Handicapped Children Act (EHA) provision of special services in parochial schools is struck down, the value system implicit in EHA that gives cognizance to parental placement of children in private schools will have been eviscerated.

687. **Maxon, A., Brackett, D., & van den Berg, S. A. (1991). Self-perception of socialization: The effects of hearing status, age, and gender. Volta Review, 93(1), 7-18.**
Through a self-report procedure, 41 mainstreamed hearing-impaired students' perceptions of their social integration were studied. The subjects (ages 7-19) perceived themselves differently than normal-hearing peers on items relating to verbal expression of emotions, verbal aggression, physical aggression, and interaction. Age and gender effects were also demonstrated.

688. **May, J., & Brackett, D. (1987). Adapting the classroom environment. Hearing Rehabilitation Quarterly, 12(2), 7-9.**
Discusses the acoustic distortions from noise, reverberation, and distance that the hearing-impaired student experiences in the mainstreamed classroom and makes suggestions to lessen these effects. It is noted that hearing impairment also

impairs the ability to utilize linguistic information in order to communicate in a degraded acoustic environment.

689. **McAnaney, K. D. (1989). A camping we will go. Exceptional Parent, 19(2), 50-53.**
The mother of a physically disabled child encourages the participation of such children in mainstream camping programs. Suggestions to maximize the benefits of the camping experience are offered.

690. **McBurney, C., & O'Reilly, R. R. (1985). Availability and acceptability as factors in the delivery of rural resource teacher service. Research in Rural Education, 3(2), 89-96.**
Evaluates effectiveness of resource teacher services in mainstreamed rural classrooms in four districts in Quebec. Finds relationships between distance, staff ratio, interpersonal skills/competence, and rate of service delivery. Verified Hurder theory that service delivery is influenced by access, disposition, and organization variables.

691. **McCann, S. K., Semmel, M. I., & Nevin, A. (1985). Reverse mainstreaming: Nonhandicapped students in special education classrooms. Remedial and Special Education (RASE), 6(1), 13-19.**
An investigation by the present authors (1981) of the role of the regular classroom teacher in the individualized education program development process revealed that teachers have a substantial amount of discretion in implementing the due process and service provision requirements of the Education for All Handicapped Children Act of 1975, resulting in some innovative and controversial practices. 58% of a sample of 53 elementary school teachers indicated that they regularly sent nonhandicapped students to special education classrooms for a variety of activities, including instruction and socialization. The present report provides additional data on these reverse mainstreaming practices based on a subsequent analysis of the previous findings. The special education programs to which nonhandicapped students were sent, the reasons teachers gave for reverse mainstreaming, and factors related to reverse mainstreaming are explored. Implications for special education policy and practice are discussed.

692. **McCloskey, M. L., & Quay, L. C. (1987). Effects of coaching on handicapped children's social behavior and teachers' attitudes in mainstreamed classrooms. Elementary School Journal, 87(4), 425-436.**
Evaluated the effect of a cognitive intervention technique to enhance the social skills and social acceptance of 26 handicapped, mainstreamed students in Grades 1-4. The intervention was implemented by 26 senior undergraduate student teachers. Coaching focused on participation, cooperation, communication, and validation support. Children were selected on the basis of sociometric nomination and rating scales, and instruction was individualized. Neither sociometric measures nor blind observations of rate and quality of Ss' social interactions supported significant effects of the intervention. However, teacher evaluations of target children indicate that improvements had occurred. Student teachers' attitudes changed in the direction of those of classroom teachers, becoming less positive toward mainstreaming.

693. **McCullough, S. (1990). Exemplary program: Sharing responsibility. *Wisconsin Vocational Educator*, *14*(3), 6,16.**
Describes the secondary vocational/special education program at Elk Mound, Wisconsin, that was selected as one of 12 exemplary programs nationwide for use of Carl Perkins funding. The program prepares students with disabilities for the work world through participation in mainstream vocational courses.

694. **McDonald, S., Birnbrauer, J. S., & Swerissen, H. (1987). The effect of an integration program on teacher and student attitudes to mentally handicapped children. *Australian Psychologist*, *22*(3), 313-322.**
Examines the effect of contact with autistic children on teacher and peer attitudes to mentally-handicapped (MH) children in general. 258 7-13 yr olds were interviewed. 105 teachers completed questionnaires about their attitudes toward MH children in 5 schools attended by autistic boys and 5 schools not attended by any mentally-handicapped children. Children who had contact with autistic boys had more positive and realistic attitudes toward MH children than those in schools where MH children did not attend. Teachers' attitudes were generally positive and did not vary across settings, but those with experience in teaching MH children were found to have more positive attitudes than those with no experience.

695. **McEvoy, M. A. (1990). The organization of caregiving environments: Critical issues and suggestions for future research. *Education and Treatment of Children*, *13*(4), 269-273.**
This introductory paper identifies critical issues related to organization of caregiving environments for young children with handicaps, including physical and programmatic features, transitions between activities, transition between special preschool and kindergarten settings, classroom organization, the social-physical environment, the home environment, and the relationship between environmental arrangements and setting events.

696. **McEvoy, M. A., and others. (1990). Special education teachers' implementation of procedures to promote social interaction among children in integrated settings. *Education and Training in Mental Retardation*, *25*(3), 267-276.**
Analysis of data from direct observations of 12 special education teachers found that, compared to simply providing children with opportunities to play, consistent implementation of specific teaching, planning, and monitoring procedures to promote social interaction resulted in greater increases in children's interactions during free play.

697. **McFarlin, D. B., Song, J., & Sonntag, M. (1991). Integrating the disabled into the work force: A survey of Fortune 500 company attitudes and practices. *Employee Responsibilities & Rights Journal*, *4*(2), 107-123.**
Surveyed 189 high-ranking personnel executives of Fortune 500 companies concerning employers' perceptions of disabled workers' performance and cost effectiveness and specific hiring and accommodation practices. While Ss expressed negative attitudes regarding accommodation costs and rates of advancement, most Ss indicated that the disabled generally did as well as nondisabled counterparts on such dimensions as performance, absenteeism, and turnover. Most Ss said that their companies were willing to alter the workplace as

needed to accommodate disabled employees and that positions should be developed to be filled by the disabled. Ss from companies with below-average levels of exposure to the disabled were significantly less positive in their attitudes regarding first impressions, rate of advancement, and absenteeism rates than Ss from companies with above-average exposure.

698. **McGill, N. B., & Robinson, L. (1989). Regular education teacher consultant. Teaching Exceptional Children, 21(2), 71-73.**
The Regular Education Teacher Consultant program was initiated to provide a support system to general education teachers who are teaching mainstreamed special needs students. Regular education teachers were selected as peer consultants and received training on behavioral principles, positive teaching techniques, observation codes, academic adjustment, treatment packages, and consultation.

699. **McGill-Franzen, A., & Allington, R. L. (1990). Comprehension and coherence: Neglected elements of literacy instruction in remedial and resource room services. Journal of Reading, Writing and Learning Disabilities International, 6(2), 149-182.** The study with 16 at-risk second grade readers found that specialized instruction (special education or Chapter I) did not appear more differentiated or more appropriate than the regular education services and were neither organized to contribute to success in the classroom reading curriculum nor differentiated enough to be considered intervention.

700. **McGlynn, N., & Phillips, G. (1987). Integrated preschooling: An overview of the literature. Educational Psychology in Practice, 3(2), 38-41.**
Defines integration and presents a summary of the literature on integrated preschooling, with special focus on the effects of integration. Topics covered include studies of the interaction between handicapped and nonhandicapped children, effects on children's development, need for planning and structure, and teachers' and parents' attitudes.

701. **McGrady, H. J. (1985). Administrative support for mainstreaming learning disabled students. Journal of Learning Disabilities, 18(8), 464-466.**
Describes, from an administrative perspective, a curriculum model designed to serve marginally handicapped students and keep them in the regular classroom. This model, called the Parallel Alternate Curriculum, is intended to change the behaviors of regular-classroom teachers in order to improve the learning of all students, particularly those labeled as learning disabled or slow learners. By assimilating the principles of direct instruction, study skills, and proven special education techniques into their classrooms, the regular teachers learn to accommodate a wide variety of different students.

702. **McIntosh, D. K., & Raymond, G. I. (1988). A consultation model for rural schools. Rural Educator, 9(2), 19-21.**
Proposes a consultation model based on the Cooperative Extension Service, in which a special education teacher or a specially trained regular education teacher would provide direct consultation to other rural teachers concerning techniques

and materials to use with mildly handicapped and behaviorally disordered children.

703. **McIntosh, D., & Raymond, G. I. (1990). Meeting special education personnel needs in rural and developing areas. B.C. Journal of Special Education, 14(2), 167-173.**
The article presents a teacher training model based on the Agricultural Extension Service Agent Model to meet the educational needs of handicapped students in rural areas. The model involves training regular classroom teachers to become in-house specialists on maintaining the mildly handicapped student in the regular classroom.

704. **McKinney, J. D., & Hocutt, A. M. (1988). The need for policy analysis in evaluating the regular education initiative. Journal of Learning Disabilities, 21(1), 12-18.**
Presents the concept of policy analysis, as distinct from policy advocacy, in light of recent proposals for the restructuring of present special and regular education practice with mildly handicapped students. The essential features of policy analysis are described in the context of recommendations made by advocates of the Regular Education Initiative (Council for Exceptional Children, 1987). It is concluded that a comprehensive policy analysis based on the work of J. J. Gallagher (1981, 1987) is needed to clarify the objectives of this initiative both to understand its implications for educational policy and to assess its likely impact.

705. **McKinney, J. D., & Hocutt, A. M. (1988). Policy issues in the evaluation of the regular educaton initiative. Learning Disabilities Focus, 4(1), 15-23.**
The paper examines policy issues associated with proposals by proponents of the Regular Education Initiative to reform special education practice by creating a more integrated system of general education that better serves mildy handicapped students. Additional research and policy analysis are recommended.

706. **McKintosh, D. K. (1986). Problems and solutions in delivery of special education services in rural America. Rural Educator, 8(1), 12-15.**
A model of service delivery to rural handicapped children trains classroom teachers onsite to be "Cooperative Extension Service Agents" within their schools. University faculty bring graduate coursework to the school site and "Agent" teachers provide special education inservice assistance to fellow teachers, facilitating local services to mildly handicapped rural students.

707. **McLean, M., & Hanline, M. F. (1990). Providing early intervention services in integrated environments: Challenges and opportunities for the future. Topics in Early Childhood Special Education, 10(2), 62-77.**
The paper reviews trends in the integration of young disabled children and proposes replacement of the traditional concept of least restrictive environment as a continuum of placement with a concept of integration opportunities determined by individual child needs, family needs, and community resources. The need for integrated service delivery systems is stressed.

708. **McNulty, B. A., and others. (1988). Who should be served, where and why: Special Education Administrators' Views. Topics in Early Childhood Special Education, 8(3), 51-60.**
A survey of 31 Colorado special education directors determined which handicapped children, from birth to age 5, should be served in which settings. Results found that administrators see an emerging role for the public schools, are willing to serve a broader range of young handicapped children, and see the need for more integrated settings.

709. **McVicar, J. (1990). Rehabilitation resource programs in B.C. schools. B.C. Journal of Special Education, 14(1), 39-51.**
The article reviews legislative and associated initiatives of the British Columbia Ministry of Education since the 1988 Sullivan Royal Commission on Education report. It stresses the need to move behavior-disordered students into regular classes in regular schools, a move supported by both the educational literature and legislation.

710. **McVicar, J. (1990). Rehabilitation resource programs in Campbell River. B.C. Journal of Special Education, 14(1), 91-99.**
The article reviews efforts of the Campbell River, British Columbia, school district to integrate behavior-disordered secondary students into regular school programs served under the Rehabilitation Resource program.

711. **McWhirter, J., and others. (1990). Classroom interactions of mildly intellectually disabled children in special and regular classrooms. Australia and New Zealand Journal of Developmental Disabilities, 16(1), 39-48.**
Reading and mathematics learning activities were surveyed in eight special classes for mildy intellectually disabled children and eight regular classes with one mildly intellectually disabled child each. Children in special classes spent the most instructional time in individualized activities, whereas regular class students spent conspicuously little time in individualized activities.

712. **Meisel, C. J., & Schaeffer, B. (1985). Social comparison choices of mainstreamed academically handicapped children. Journal of Special Education, 19(3), 345-357.**
11 academically handicapped and 18 nonhandicapped members of a 4th-grade class participated in an auditing procedure that allowed Ss to audit by computer their own performance and that of all classmates on daily arithmetic assignments. Computer records were analyzed to determine whether handicapped Ss made comparisons as often as nonhandicapped peers and whether or not they chose to compare with classmates similar to themselves. Results indicate that the handicapped Ss on the average audited classmates more often than nonhandicapped Ss; however, this difference was not statistically significant. Handicapped Ss did not prefer to compare with other handicapped classmates or with classmates who performed similarly. Handicapped Ss who ranked lowest on the comparison measure clearly preferred to compare with high-ranked classmates.

713. **Mercer, J. R., & Denti, L. (1989). Obstacles to integrating disabled students in a "two-roof" elementary school. Exceptional Children, 56(1), 30-38.**
Described are efforts to integrate special and regular elementary-level students from two separate but adjacent facilities. Three years after the special school's opening, observational data and questionnaires revealed almost total segregation. Subsequently, an intensive intervention program generated promising, short-term movement toward integration, but there were few enduring effects.

714. **Merrell, K. W. (1989). Collaborative consultation and instructional effectiveness: Merging theory and research into practice. B.C. Journal of Special Education, 13(3), 259-266.**
Two developments are described with particular significance for the instruction of exceptional students in regular education settings: (1) the articulation of a collaborative consultation model of educational service delivery, and (2) research advances in instructional effectiveness. The article merges these two developments in a discussion of problems and applications for serving exceptional students.

715. **Mertens, D. M. (1989). Social experiences of hearing-impaired high school youth. American Annals of the Deaf, 134(1), 15-19.**
A survey of 49 hearing-impaired undergraduate students found that graduates of residential high-school programs described their social experiences more positively than graduates of mainstream programs. Discussed are reasons for positive and negative feelings in both residential and mainstream programs and programs with or without supportive services.

716. **Mesch, D., Johnson, D. W., & Johnson, R. (1988). Impact of positive interdependence and academic group contingencies on achievement. Journal of Social Psychology, 128(3), 345-352.**
Investigated the effects of positive goal interdependence and positive goal and positive reward interdependence on achievement. The control group consisted of 26 students in a 10th-grade social studies class, and the experimental group consisted of 28 students in a 10th-grade social studies class that included 4 academically disabled and isolated students. For the cooperative condition, Ss were randomly assigned to learning groups of 4, stratified by sex and academic ability, taught by 1 social studies teacher and 1 special education teacher, who had both been trained in behavior analysis and cooperative learning. Results of a 24-wk experiment indicate that cooperation promoted higher achievement than competition did and that both positive goal and reward interdependence were needed to maximize student achievement.

717. **Mesibov, G. B. (1990). Normalization and its relevance today. Journal of Autism and Developmental Disorders, 20(3), 379-390.**
Suggests that effects of normalization were more positive a decade ago when the issues were simply inhumane institutions or more individualized community-based alternatives. In the current climate, effects of the normalization principle have polarized issues for several reasons: The theory works better than current practice, criteria are vague and goals unattainable, normalization takes the focus away from individual client needs, the theory discourages diversity, and normalization has become a rallying point for inappropriate practices. In addition, overzealousness of normalization advocates has polarized issues, normalization

promotes an undesirable value system, and normalization ignores handicapped clients' deficits. Guiding concepts that are clear and more responsive to client needs are needed to replace the normalization principle.

718. **Messersmith, J. L., & Piantek, G. A. (1988). Changing the "I" to "We": Effective mainstreaming through cooperative teaching. NASSP Bulletin, 72(510), 66-71.**
Mainstreaming has always generated problems for teachers and students. The John Witherspoon School (Princeton, New Jersey) developed a self-contained model with more students in fifth- and sixth-grade science and social studies classes and a modified mainstreaming approach (with support services) for seventh and eighth graders previously in special education classes.

719. **Mest, G. M. (1988). With a little help from their friends: Use of social support systems by persons with retardation. Journal of Social Issues, 44(1), 117-125.**
Interviews with five people labelled as mentally retarded revealed that they recognized being "different" in terms of the labels applied to them by others, but they do not use those same labels when defining themselves or choosing their close friends.

720. **Meyer, J. (1986). The religious education of persons with mental retardation. Religious Education, 81(1), 134-139.**
Discusses the religious education of mentally retarded (MR) persons, noting that the concepts of normalization and mainstreaming have not been applied in religious settings as they have been in school, work, and residential contexts. The historical use of the concept of normalization is traced in the US, and the benefits of its implementation in society are discussed. It is asserted that segregating MR individuals from normal contact with others in the religious community has served to foster the dehumanization of the MR population. Educational religious programs should recognize MR persons as genuine human beings and foster complete participation of MR persons in the activities and rites of the religious community. It is concluded that such efforts will benefit both MR and non-MR persons by emphasizing similarities among all persons and contributing to the acceptance of their differences.

721. **Meyers, J., and others. (1991). Do pull-in programs foster teacher collaboration? Remedial and Special Education (RASE), 12(2), 7-15.**
This study examined 23 classroom teachers' perceptions of collaborative training meetings they engaged in with remedial reading or resource room teachers. Teachers engaged in "pull-in" teaching (in which specialists taught in general classrooms) reported more frequent collaborative meetings and greater learning of specific techniques than those involved in pull-out programs.

722. **Meyerson, L. (1988). The social psychology of physical disability: 1948 and 1988. Journal of Social Issues, 44(1), 173-188.**
Recalls the publication of the 1948 special issue of "Journal of Social Issues" on the social psychology of disability, speculates on the magazine's influence on changes in the field between 1948 and 1988, and discusses possible future developments.

723. **Michael, R. J., & Trippi, J. A. (1987). Educators' views of procedures for grading mainstreamed handicapped children. Education, 107(3), 276-278.**
Identified and compared the opinions of 97 school administrators, special education teachers, and regular classroom teachers regarding grading procedures for mainstreamed mildly handicapped children. It is suggested that grading should be oriented toward criterion-referenced procedures that reflect effort as well as ability.

724. **Miederhoff, J. W., & Wood, J. W. (1988). Adapting test construction for mainstreamed mathematics students. Mathematics Teacher, 81(5), 388-392.**
Describes a model for adapting the construction of teacher-made mathematics tests for mildly handicapped students including the educable mentally retarded, the emotionally handicapped, and the learning disabled, to the mainstreamed classroom.

725. **Millar, T. (1986). Factors involved in supporting visually impaired children in mainstream schools. Special Issue: SEN support. Support for Learning, 1(4), 16-21.**
Discusses the development of educational provisions for both blind and partially sighted children in the context of mainstream schools, with particular attention to implementation of such provisions in the Cambridgeshire, England, education authority.

726. **Miller, A., Jewell, T., Booth, S., & Robson, D. (1985). Delivering educational programmes to slow learners. Educational Psychology in Practice, 1(3), 99-104.**
Proposes a management structure for the delivery of educational programs to children with learning difficulties in mainstream schools. The overall approach incorporates 3 levels that are mutually dependent: the teaching techniques, the means by which these are initially transmitted to teachers, and the procedure for updating programs and maintaining motivation of participants. Evaluation of programs completed so far indicates that teachers generally value the program techniques. The program's elements checklist is appended.

727. **Miller, K. A. (1989). Enhancing early childhood mainstreaming through cooperative learning: A brief literature review. Child Study Journal, 19(4), 285-292.**
Reviews the literature on cooperative learning (CL) as a means to promote social and cognitive growth in handicapped children in the classroom environment with nonhandicapped peers. In an analysis of 3 studies, CL strategies were shown to increase the chance that mainstreamed children would be accepted by classmates and show positive gains in academic performance. The 3 studies each compared cooperative and competitive teaching strategies. In each case, handicapped children in CL groups increased friendships and outperformed peers in competitive classrooms.

728. **Miller, L. (1989). Classroom-based language intervention. Language, Speech, and Hearing Services in Schools, 20(2), 153-169.**
The article describes three aspects of classroom-based service delivery to children with speech or language impairments: (1) how classroom-based delivery

developed within speech-language pathology; (2) types of classroom-based models; and (3) issues attending classroom-based intervention.

729. **Miller, L. (1990). The regular education initiative and school reform: Lessons from the mainstream. Remedial and Special Education (RASE), 11(3), 17-22,28.**
This article develops two perspectives on the Regular Education Initiative, the first drawing on two decades of research and practice to document and discuss understandings about school improvement. The second draws on the current movement to restructure schools. A reformist partnership between classroom teachers and special education is proposed.

730. **Miller, M. (1990). Ethnographic interviews for information about classrooms: An invitation. Teacher Education and Special Education, 13(3-4), 233-234.**
Ethnographic research methodology is reviewed as an emerging methodology in special education, with application made particularly to understanding regular classrooms into which students with learning handicaps may be integrated. Suggested descriptive questions for an ethnographic interview are given, for use in research investigations and in depicting classrooms from the regular classroom teacher's perspective.

731. **Miller, W. H. (1991). An array concept and the residential school: A viable, child-centered option. RE:view, 23(1), 29-32.**
This article attempts to refocus special education upon the child and away from the "least restrictive alternative" continuum, through proposing the adoption of an array of equally acceptable educational options which might include mainstreaming for part of the day, resource room instruction, and outreach teacher consultation and summer programs provided by a residential school.

732. **Million, H. A. (1987). "Hip" adolescents learn to tackle their problems together. Perspectives for Teachers of the Hearing Impaired, 6(1), 5-7.**
An activity was developed to help mainstreamed, hearing-impaired adolescents discuss their feelings and concerns with each other during scheduled, small-group counseling sessions in school. The question-and-answer activity uses a game format to encourage students to open up about their problems and fears and give each other support and advice.

733. **Mills, H., & Clyde, J. A. (1991). For rent: The housekeeping area. Snapshots of children learning to write. Dimensions, 19(4), 26-27.**
Describes the experience of a five-year-old mainstreamed boy who supposedly had a developmental lag in language. The boy illustrated his understanding of basic functions of written language by competently orchestrating a pretend rental agreement with one of the authors. Illustrates the need to look beyond the surface features of the writing of individual students.

734. **Milne, J., & Johnson, E. G. (1985). Modification of children's speech as a function of the perceived intellectual capacity of the listener. Journal of Mental Deficiency Research, 29(3), 225-231.**
Examined the speech of 40 children (mean age 9.37 yrs) under the listener conditions of speech to a younger child and to a retarded child of the same sex

and similar chronological age, relative to initial speech to a peer. Listeners comprised 15 additional primary-grade Ss, 15 kindergartners (mean age 5.82 yrs), and 15 mildly mentally handicapped Ss (mean age 9.9 yrs). Verbal utterances during the communication task were tape-recorded, transcribed, and coded. Results show that modification, as indexed by an increase in quantity of speech and in semantic coherence, was observed in speech to a retarded listener but not to a younger listener, suggesting that the intellectually handicapped Ss were perceived as being less competent listeners. The effect is interpreted as a result of an active integration program in a particular school setting and is seen to offer promise for the limited integration of the mildly disabled.

735. **Mittler, P. (1985). Integration: The shadow and the substance. Educational and Child Psychology, 2(3), 8-22.**
Discusses concerns about integration, issues in special education, and developments in mainstream education in England. Focus is on the educational ramifications of integration on disabled youth. Skills that educational psychologists require for dealing with students with special needs and with those who work with and care for these students are considered. Local Education Authority policies are presented. Eight conclusions are made in terms of the role of the government, psychologists, and related professionals in planning for the successful integration of disabled youth into the educational system.

736. **Momm, W., & Koenig, A. (1989). Community integration for disabled people. A new approach to their vocational training and employment. International Labour Review, 128(4), 497-509.**
Community-based rehabilitation for disabled people has proved to have serious shortcomings, especially in terms of vocational training. The broader concept of community integration programs involves disabled people and local institutions in training and employment efforts to integrate the disabled into normal community life.

737. **Montague, P., and others. (1991). Peer tutoring in special education: Effects on the academic achievement of secondary students with mild handicaps. B.C. Journal of Special Education, 15(1), 47-63.**
This review concludes that peer tutoring is a very powerful intervention for special education because it increases students' opportunities to respond, reduces teacher-pupil ratio, individualizes instruction, improves students' social skills, and increases students' academic achievement as well as aiding in the integration of disabled students into the regular classroom.

738. **Moore, L. J., & Carnine, D. (1989). Evaluating curriculum design in the context of active teaching. Remedial and Special Education (RASE), 10(4), 28-37.**
Compared 2 curricula designed to teach ratio and proportion word problems to 29 low performing 9th-11th grade mathematics students: Active Teaching with Empirically Validated Curriculum Design and Active Teaching with Basals. Similarities include (1) integrating models and demonstrations in the instructions, (2) interspersing questions to students during instruction, and (3) providing structured guided practice before beginning independent work. Primary differences were in the design features of each curriculum. All Ss, regardless of

curriculum, made substantial performance gains from pre-to posttest. The finding that 6 special education Ss ended up comparable to general education Ss at the posttest has implications for mainstreaming.

739. **Moores, D. (1987). The cycle changes: Elementary and secondary education in the 1990s. Gallaudet Today, 18(1), 12-17.**
The article describes the history of educational programs for deaf children, predicts that deaf education will become more closely aligned with general education, notes shifts in student placement from residential to public mainstreamed settings, and describes several Gallaudet University programs involved in research, training, and outreach to increase academic achievement.

740. **Morgan, S. R. (1986). Locus of control and achievement in emotionally disturbed children in segregated classes. Journal of Child and Adolescent Psychotherapy, 3(1), 17-21.**
184 emotionally disturbed 8-12 yr olds in segregated classes or in regular (mainstreamed) classes were assessed on measures of locus of control and academic achievement (Iowa Tests of Basic Skills). The groups were matched by age, gender, IQ, and grade level. Results show that Ss in segregated classes were significantly more internally controlled and had significantly higher achievement test scores than Ss in regular classes. It is suggested that these differences may be attributed to segregated classrooms' greater emphasis on affective development and coping skills than on academic skills, with which emotionally disturbed children may have problems. Potential interactions among child behavior, classroom structure, and parental behaviors are suggested. Implications for classroom goals and parent training are discussed. (26 ref).

741. **Morrison, G. M. (1985). Differences in teacher perceptions and student self-perceptions for learning disabled and nonhandicapped learners in regular and special education settings. Learning Disabilities Research, 1(1), 32-41.**
The self-perceptions of students were compared to parallel ratings by their teachers for four groups of subjects: 69 nondisabled, 18 learning-disabled-resource room, 25 learning-disabled-resource room, and 33 learning-disabled special class students. Results varied according to which teacher and students, which setting, and which aspects of self and teacher perceptions were rated.

742. **Moses, D. (1985). The end of isolation: Link schemes between ordinary and special schools. Educational and Child Psychology, 2(3), 96-101.**
Discusses one aspect of a research project entitled "Meeting Special Educational Needs: Support for the Ordinary School." Models of link schemes are discussed, with emphasis on the 2 most frequently encountered types--those based on the movement of children going out from the special school to the ordinary school, and those in which teachers from special schools go into local schools to teach children and to offer advice. Most ordinary schools still do not have contact with schools from the special sector. Because of the small number of links with ordinary schools and their frequently isolated position, special schools are limited in the amount of support they can offer to other schools.

743. **Moskowitz, F. C. (1988). Strategies for mainstreamed students. Academic Therapy, 23(5), 541-547.**
Guidelines are presented for assisting classroom teachers in using the strengths of learning-disabled students to help them learn content area material. Specific suggestions are offered for various disabilities, including attention deficits, organizational deficits, auditory processing deficits, visual and visual-motor deficits, language impairments, and memory deficits.

744. **Moskowitz, F., & Lenard, J. (1988). Resource room teachers: Use them! Academic Therapy, 24(1), 99-101.**
Resource teachers are offered six suggestions to increase the utilization of their consultation services by regular teachers. Suggestions include being a good listener, offering alternative suggestions, planning a follow-up meeting, encouraging informal contacts, and sharing information.

745. **Mostert, M. P. (1991). The Regular Education Initiative: Strategy for denial of handicap and the perpetuation of difference. Disability, Handicap and Society, 6(2), 91-101.**
In the US, some advocates of the Regular Education Initiative (REI) claim that separate special education reinforces socially constructed notions of difference and most children, with few exceptions, are capable of equally effective learning within the regular class setting. It is argued that the REI reflects a collective denial of the differences that profoundly affect children with handicaps who are placed in the regular classroom. Some proponents of the REI themselves clearly emphasize difference, especially by labeling those who oppose the tenets of the REI.

746. **Muir, S., & Hutton, J. (1989). Regular education initiative. Action in Teacher Education, 11(3), 7-10.**
This article identifies and discusses several issues, related to learning disabled students and students with behavioral disorders, which remain unclarified or unaddressed by Regular Education Initiative proponents.

747. **Mularski, C. (1987). Academic library service to deaf students: Survey and recommendations. RQ, 26(4), 477-486.**
Reports the results of a survey which examined the response of academic libraries to the needs of deaf students in terms of reference services, staff interaction with students, bibliographic instruction, formal policies, and outreach programs. Several recommendations to improve library services to deaf students are presented. The questionnaire is appended.

748. **Muncey, J., & Ainscow, M. (1986). Meeting special needs in mainstreamed schools: A transatlantic perspective. International Journal of Special Education, 1(2), 161-175.**
The Special Needs Action Program (Coventry, England) endeavors to support special needs students in regular primary and secondary schools by providing resource information, a variety of inservice courses, dissemination of materials, and advice and help. Early identification, teacher involvement, practical content, and staff support are major program features.

749. **Munson, S. M. (1987). Regular education teacher modifications for mainstreamed mildly handicapped students. Journal of Special Education, 20(4), 489-502.**
Interviewed 26 regular education teachers (RETs; aged 21-54 yrs; teaching experience 1-27 yrs) to assess their perceptions of education program modifications made for mainstreamed mildly handicapped students (MMHSs). Results indicate that RETs made more typical modifications for MMHSs than they made substantial modifications in the education program. A significant negative relationship emerged between RETs' age and years of teaching experience and, in some cases, class size and the number of modifications reported for MMHSs. It is concluded that mainstreaming was successful and that MMHSs needed substantial program modification. Implications are discussed in terms of teacher preparation and inservice training, least restrictive environment (LRE) policy, and LRE placement decisions.

750. **Murphy, J. S., & Newlon, B. J. (1987). Loneliness and the mainstreamed hearing impaired college student. American Annals of the Deaf, 132(1), 21-25.**
Examined loneliness among 170 hearing-impaired undergraduates from 8 mainstream colleges/universities who completed a loneliness scale. Ss were found to be more lonely than 230 hearing undergraduates. There were no differences in loneliness between hard-of-hearing and deaf Ss. It is suggested that the lack of difference between deaf groups in loneliness, gender, and year in school was due to the mainstream setting and that measuring loneliness in a mainstreamed institution would differentiate between groups. The practical significance of inverse correlations between individual loneliness scores and satisfaction with parental and peer relationships, adjustment to disability, and comfort with speech and sign language is discussed.

751. **Murphy, M. M. (1990). Special education children with HIV infection: Standards and strategies for admission to the classroom. Journal of Law and Education, 19(3), 345-370.**
Focuses on the population of children with HIV infection who require special education. Discusses strategies for litigation using the Education of the Handicapped Act and Section 504 of the Rehabilitation to prevent unlawful discrimination against these children.

752. **Murphy, S. (1988). Don't handicap play time for disabled children. School Business Affairs, 54(7), 48, 50-53.**
In recent years, new developments have been made in designing play structures for disabled children and understanding their needs while they play. This article examines important questions regarding "mainstream" equipment designed for children at various development stages, design features for disabled children, outdoor classrooms, imagination, and social aspects.

753. **Myers, B. (1991). Learning in the mainstream: A parent's perspective on what children of different abilities teach each other. Children Today, 20(2), 26-27.**
Presents one parent's perspective on what children of different abilities teach each other. The parent gained this perspective as a result of her son's experience with a developmentally disabled classmate in his fourth grade class.

754. **Myles, B. S., & Simpson, R. L. (1990). Mainstreaming modification preferences of parents of elementary-age children with learning disabilities. Journal of Learning Disabilities, 23(4), 234-239.**
Administered a questionnaire to 129 parents of children (aged 6-12 yrs) with learning disabilities (LDs) to solicit information on modifications deemed most facilitative of parents' acceptance of full-time mainstreaming. Responses indicated that parents' participation in the mainstreaming process was an important factor in successful integration of children with LDs. Parents' preferences for mainstreaming modifications differed from their current options and were supportive of full-time mainstreaming for their children, contingent on implementation of their mainstreaming-related recommendations.

755. **Myles, B. S., & Simpson, R. L. (1989). Regular educators' modification preferences for mainstreaming mildly handicapped children. Journal of Special Education, 22(4), 479-491.**
A questionnaire designed to solicit information on types of modifications facilitative of regular class teachers' acceptance of elementary-age exceptional children into their classrooms drew responses from 100 regular education teachers. Data indicate that regular educators' participation in the mainstreaming decision-making process, rather than availability of specific classroom modifications, was an important factor in their accepting handicapped students. While no significant differences were noted in number of modifications as a function of diagnostic label, teachers indicated that preferences for mainstreaming modifications differed from their current situation. Data are discussed relative to mainstreaming and current educational trends.

756. **Nancy, L., & Lewis, T. J. (1991). EASE: Exit assistance for special educators — helping students make the transition. Teaching Exceptional Children, 23(2), 34-39.**
This program for reintegrating students with disabilities into the mainstream involves data-based decisions during the following phases: long-range planning, assessing the less restrictive setting, approximating new placement routines, assessing student readiness, the transition, followup, and evaluation. A checklist for assessing the less restrictive setting is provided.

757. **The NCTETESOL Liaison Committee - 1988. (1989). A short bibliography for mainstream teachers with ESL students. Language Arts, 66(4), 466-467.**
Provides 25 citations to books, journal articles, and other publications for mainstream teachers with English-as-a-Second-Language (ESL) students.

758. **Nelson, C. M. (1988). Social skills training for handicapped students. Teaching Exceptional Children, 20(4), 19-23.**
Many pupils with mild handicaps are failing to succeed in mainstream placements because of their poor social skills. Social skills training is increasingly part of the special education curriculum for these pupils. This article examines issues and strategies regarding the generalization and maintenance of social skills in mainstream settings.

759. **Nelson, J. R., and others. (1990). Faculty willingness to accommodate students with learning disabilities: A comparison among academic divisions. Journal of Learning Disabilities, 23(3), 185-189.**
Analysis of responses of 107 college faculty members to a questionnaire assessing faculty willingness to make accommodations for learning-disabled students found that, in general, faculty were willing to provide such accommodations. Education faculty responded more positively than did faculty of the College of Business and College of Arts and Sciences.

760. **Nevin, A., & Thousand, J. (1986). What administrators need to know about systems that limit or avoid special education referrals. Planning and Changing, 17(4), 195-208.**
Based on an extensive literature search, this paper identifies key actions school administrators may take regarding systems that limit or avoid student referrals for special education services. Findings indicate that referrals may be limited by early intervention strategies and overall improvement of the mainstreamed educational system. Includes 93 references.

761. **Nevin, A., & Thousand, J. (1986). What the research says about limiting or avoiding referrals to special education. Teacher Education and Special Education, 9(4), 149-161.**
The research review of practices for limiting or avoiding referrals of students for special education services identified promising practices, including curricular and ecological adaptations that strengthen the mainstream, teacher development and administrative strategies, and early intervention strategies. Research, training, and policy recommendations for closing the gap between research and practices are offered.

762. **Newell, P. (1985). The children's legal centre. Educational and Child Psychology, 2(3), 23-29.**
Describes the perspective of the Children's Legal Centre and other organizations in England that represent the interests of children and young people with special needs. The segregation of children and youth outside mainstream institutions due to disability or other externally defined difficulties is seen as a form of discrimination. Deeply prejudiced attitudes, stereotyping, and self-fulfilling prophecies about disabled children and youth exist among most areas of society and professionals. Major obstacles to implementing the complex educational and professional task of planning for and deciding how to meet individual special needs within mainstream institutions are described. References are made to relevant legislation and the role of professionals, schools, and authorities in mitigating the integration problem.

763. **Noel, M. M., & Fuller, B. C. (1985). The social policy construction of special education: The impact of state characteristics on identification and integration of handicapped children. Remedial and Special Education (RASE), 6(3), 27-35.**
Examined the relationships between specific state level financial and demographic characteristics and variability in the identification and degree of mainstreaming of mildly handicapped students. Information was compiled for all 50 states and Washington, DC. Results indicate that much of the variance among states in terms of numbers of identified handicapped and learning disabled students and use of

special vs mainstreamed placement is accounted for by the amount of financial resources that states and local districts commit to education, a state's minority enrollment, and the number of children living in poverty.

764. **Norris, J. A. (1989). Providing language remediation in the classroom: An integrated language-to-reading intervention method. Language, Speech and Hearing Services in Schools, 20(2), 205-218.**
The article describes a language-to-reading intervention method, termed "Communicative Reading Strategies," that can be used to provide language intervention within the context of the language-impaired child's classroom reading group. An example demonstrates modeling principles to assist children in dealing with the complexities of contextual language.

765. **Norwich, B. (1985). Special educational and school psychological services in Madison. Educational Psychology in Practice, 1(3), 124-127.**
Describes the special education services offered by the Madison, Wisconsin, educational system, focusing on the combination of special and regular education classes within regular schools and common special needs rooms within these regular schools. These combinations illustrate how overlap between types of special need can be managed in an integrated system while maintaining a statutory category system. The role of the school psychologist is reviewed, and potential implications of the Madison system for British educational systems are discussed.

766. **Nussbaum, D. (1988). Questions and answers about deafness: Introducing hearing loss to students. Perspectives for Teachers of the Hearing Impaired, 6(4), 18-21.**
This section from a forthcoming book is designed to help students with hearing-impaired, mainstreamed peers in their classes gain an understanding of various aspects of hearing loss. A true/false quiz introduces the material. Detailed answers to the questions provide teachers with necessary background information, appropriate classroom activities, and additional references.

767. **Ochoa, S. H. (1991). A sociometric analysis of between-group differences and within-group status variability of Hispanic learning disabled and nonhandicapped pupils in academic and play contexts. Learning Disability Quarterly, 14(3), 208-218.** Sociometric status assessment of mainstreamed Hispanic pupils in grades four and five found that learning-disabled pupils (n=60) received lower sociometric peer ratings than nonhandicapped peers, though considerable variability existed and sociometric context influenced status. Thirty percent of the disabled sample were in the rejected status group whereas 50 percent attained average sociometric status.

768. **O'Connell, J. C. (1986). Managing small group instruction in an integrated preschool setting. Teaching Exceptional Children, 18(3), 166-171.**
A structured small group instructional setting helps to teach mainstreamed handicapped preschoolers the skills necessary to interact with the classroom materials without direct supervision. Examples are cited of individualized play activities with puzzles, paint, and play dough.

769. **Odom, S. L., & McEvoy, M. A. (1990). Mainstreaming at the preschool level: Potential barriers and tasks for the field. Topics in Early Childhood Special Education, 10(2), 48-61.**
Identifies 5 potential barriers to carrying out mainstreamed programs for preschool children with disabilities. The barriers include the philosophical and theoretical differences between early childhood education and early childhood special education, differences in personnel preparation between the 2 fields, staff attitudes, issues related to current state regulations and monitoring, and provision of related services. Tasks are suggested for early childhood education and special education specialists within each area in order for mainstreaming to become a viable service.

770. **Odom, S. L., & Warren, S. F. (1988). Early childhood special education in the year 2000. Journal of the Division for Early Childhood, 12(3), 263-273.**
The paper identifies factors influencing the direction of Early Childhood Special Education by the year 2000. Predictions are offered about least restrictive environment options, transdisciplinary team models, empirical bases for family involvement, technology, number of children needing services, availability of resources, and the relationship of early childhood special education to regular education.

771. **Odom, S. L., & Watts, E. (1991). Reducing teacher prompts in peer-mediated interventions for young children with autism. Journal of Special Education, 25(1), 26-43.**
This study involving three autistic and four nondisabled preschool children found that a peer-initiation intervention produced increases in peer initiations and social interactions when the teacher verbally prompted, but not without verbal prompts. When a correspondence training/visual feedback package was implemented, peer initiations and social interactions increased substantially.

772. **O'Donnell, M. G. (1991). A problem of graphics: Economics and the blind. Social Studies, 82(3), 91-93.**
Recounts a college economics professor's attempts to explain macroeconomic concepts to a blind student. Considers how explanations of economics principles often rely on graphic presentations. Describes experimental tactile adaptation, using graphs made out of sandpaper, yarn, spaghetti, and other materials. Recommends developing prefabricated tactile economics diagrams but also suggests finding ways to teach economics without graphs.

773. **O'Hagan, F. J. (1988). Attitudes towards integration: An exploratory method for use with professional groups. School Psychology International, 9(1), 51-54.**
15 educational psychologists completed 2 identical questionnaires, each subject to different instructions, on their views concerning the segregation/integration of pupils with varying degrees (i.e., mild, moderate, severe, profound) of learning difficulties (LDs). Ss' mode choices were ordinary classes with professional support for mild cases; ordinary class part-time; part-time and special class part-time for moderate cases; and day special school full-time for severe and profound cases of LDs.

774. **Ohanian, S. (1985). In this class, Charles found out it was okay to be different. Learning, 13(6), 34-37.**
A teacher shares how a mainstreamed reading group can be a medium through which children are enabled not only to make reading gains but to better accept individual differences in themselves and in others. Examples are offered from her third grade class.

775. **Ohanian, S. (1990). Mainstream or quicksand? Phi Delta Kappan, 72(3), 217-222.**
Mainstreaming proponents claim that all children can work on the same subject but at different levels. In reality, mainstreaming can produce the same demoralization, low self-esteem, and inferior education as special education classes. Dreams of a more equitable society should not blind educators to the very real and different needs of special children.

776. **O'Hanlon, C. (1989). Perceptions of persons seen as mentally handicapped: Towards a more holistic perspective. Cambridge Journal of Education, 19(2), 193-205.**
Examines views of the mentally handicapped within a wide philosophical context in respect to their inclusion within the UK education system under the term "special educational needs." This term emphasizes the homogeneity of educational difficulties and the integration of all pupils as much as possible into ordinary schools. Issues discussed include identifying labels, personhood, language and consciousness, and responsibilities and rights for persons with mental disabilities.

777. **O'Malley, J. M. (1988). The cognitive academic language learning approach (CALLA). Journal of Multilingual and Multicultural Development, 9(1-2), 43-60.**
The Cognitive Academic Language Learning Approach, designed for limited English proficient (LEP) students who are being prepared to participate in mainstream content area instruction, provides transitional instruction at intermediate and advanced English-as-a-Second-Language levels through three components: a curriculum correlated to mainstream content subjects; academic language development activities; and learning strategy instruction.

778. **O'Reilly, R. R., & Duquette, C. A. (1988). Experienced teachers look at mainstreaming: A study done in the Ottawa-Carleton area. Education Canada, 28(3), 9-13.**
Examines opinions of 189 innovative elementary teachers near Ottawa regarding mainstreaming handicapped and behaviorally disordered students. Suggests schools are now better prepared to implement mainstreaming but less capable of dealing with its substance. Teachers recognized importance of integration but were not convinced of its educational value. More teacher training suggested.

779. **Orford, S. (1989). Special needs in Los Angeles. Support for Learning, 4(1), 36-45.**
Describes visits to 2 schools (elementary and junior high) in Los Angeles (LA), California, to observe what provisions were made for the integration of children with special educational needs (handicaps) into the mainstream educational process. The structure of the special needs provision in LA, relating to the US Rehabilitation Act of 1972 (amended 1974) and US Public Law 94-142 of 1985,

and the learning handicapped program of both schools are examined. Personal reactions and comments focus on the provision of buildings and equipment, transportation, the individualized educational program, year-round schools, the curriculum, and teacher training.

780. **Ortiz, A. A., & Wilkinson, C. Y. (1991). Assessment and intervention model for the bilingual exceptional student (AIM for the BEST). Teacher Education and Special Education, 14(1), 35-42.**
This article describes a service delivery system for limited English proficiency students in regular and special education programs using problem-solving teams and criterion-referenced and/or curriculum-based assessment, with an emphasis on reciprocal interaction teaching. Goals include improved academic performance and more reliable referral of such students.

781. **Osborne, A. G. (1990). When has a school district met its obligation to mainstream handicapped students under EHA? West's Education Law Reporter, 58(2), 445-455.**
The Education for All Handicapped Children Act requires school districts to provide handicapped children with an appropriate education in the least restrictive environment. Analyzes several circuit court decisions that provide a reasonable framework for courts to use in deciding least restrictive environment controversies.

782. **O'Shea, L. J., O'Shea, D. J., & Algozzine, B. (1989). The regular education initiative in the U.S.: What is its relevance to the integration movement in Australia? International Journal of Disability, Development and Education, 36(1), 5-14.**
Analyzes the arguments being raised about the Regular Education Initiative, a much-debated public education policy proposal in the US that seeks integration of students with mild disability, from the context of the integration movement in Australian schools. Specific questions are outlined that will aid those interested in education in monitoring the development of the field, identifying strengths and weaknesses, and directing the development of services for disabled children in Australia.

783. **O'Sullivan, P. J., and others. (1990). Mildly handicapped elementary students' opportunity to learn during reading instruction in mainstream and special education settings. Reading Research Quarterly, 25(2), 131-146.**
Investigates the opportunities to learn provided in regular and special education classes for mildly handicapped students. Finds that, overall, mildly handicapped students experienced significantly less opportunity to learn during mainstream reading instruction than their nonhandicapped peers. Concludes, however, that placing such students in special education classes does not necessarily provide them with more opportunities to learn.

784. **Overton, T. L. (1987). Analyzing instructional materials as a prerequisite for teacher effectiveness. Techniques, 3(2), 111-116.**
Careful analysis of the instructional materials available for the mainstreamed student is necessary for effective teaching. A checklist for such analysis considers: appropriate objectives; readability; interest level; method of

presentation; prerequisites; format; task length, number, and difficulty; criterion level for success; and self-correction.

785. **Paget, K. D. (1985). Preschool services in the schools: Issues and implications. Special Services in the Schools, 2(1), 3-25.** Discusses issues in school-based services for preschool children within an ecological perspective that relates the processes that influence one another. This model allows professionals to analyze a child's interaction with people and objects, as well as reactions to events. The model accommodates the rapid developmental changes, behavioral fluctuations, and emerging skills that characterize young children. The processes involved in service for preschoolers include planning, delivering, and evaluating services for preschool children and their families. Issues of interagency coordination, multidisciplinary team functioning, assessment, curriculum and intervention, parent involvement, and mainstreaming are specified. Practical implications emerge for preschool administrators, school psychologists, special educators, and other school personnel.

786. **Parker, I., and others. (1989). Teacher behavior toward low achievers, average achievers, and mainstreamed minority group learning disabled students. Learning Disabilities Research, 4(2), 101-106.** Ninety-three elementary school minority-group children in triads of a low-achieving student, an average achiever, and a learning-disabled (LD) student were observed in regular education classes. Findings indicated that the low achievers were treated differently than average achievers and mainstreamed LD children. Teachers' instructional behaviors were related to childrens' academic gains.

787. **Parmenter, T. R., & Nash, R. (1987). Attitudes of teachers and parents in the Australian capital territory (A.C.T.) towards the integration of moderately intellectually handicapped children. Australasian Journal of Special Education, 11(2), 26-31.** Attitudes of 29 special education teachers, 15 regular teachers, and 78 parents toward an integration program involving two special schools for primary and junior secondary aged moderately and severely intellectually handicapped or developmentally delayed children were assessed. Findings affirmed the need for clear objectives, adequate resources, and improved attitudes toward the disabled.

788. **Paskewicz, M. (1986). Mainstreaming the gifted visually impaired child. Journal of Visual Impairment and Blindness, 80(9), 937-938.** Describes the development of a 4-wk astronomy curriculum for 15 gifted students (aged 8-10 yrs), one of whom was blind. The mainstreaming process of the blind student involved preparing materials in braille, designing classroom seating for his convenience, and preparing the sighted students for dealing with the visually handicapped (including discussing fears and dispelling common stereotyped beliefs).

789. **Paul, J. L. (1985). Where are we in the education of emotionally disturbed children? Behavioral Disorders, 10(2), 145-151.** Suggests that some of the most dramatic gains in special education have been in the education of emotionally disturbed children, but that also some of the most pressing needs in special education are evident in this area. While the field of emotional disturbance has perhaps the most shallow pedagogical roots of any

category of exceptionality in special education, it is thought to have the deepest philosophical and psychological roots. This could be an asset in the current context of decline in support for professional schools of education. Advances in the education of emotionally disturbed children are noted with respect to mainstreaming, family involvement in interventions, professional training, and theory. Opportunities for further growth are offered by computer technology, educational methods, and interventions with aggressive youths.

790. **Pawl, J. (1991). Toddler development. Zero to Three, 11(3), 1-36.**
This theme newsletter issue presents seven articles describing toddler behavior and development, services for toddlers, and toddlers with special needs. The first article, 'Toddlers: Themes and Variations" (Lois Barclay Murphy and Colleen Small) focuses on variations in toddler development, noting emerging skills, language, and the caregiver role. Nina Wallerstein, in "Observations of an Active Toddler," details the activities of one toddler over a typical 45-minute period. "Attachment and Exploration: The Toddler's Dilemma" (Alicia F. Lieberman), considers the toddler's task of balancing between the need for a secure base and his developmental urge to explore and experiment. Abbey Griffin, in "State Regulations Concerning Toddlers in Child Care," reviews and compares relevant state standards. Opportunities for social development in a mixed-age, mixed-ability program are described by Nancy Balaban in "Mainstreamed, Mixed-age Groups of Infants and Toddlers at the Bank Street Family Center." Seven phases in the transition to out-of-home care for toddlers with special needs is discussed by Tess Bennett and others in "The Transition Process for Toddlers with Special Needs and Their Families." An article by Sarah Landy and Ray DeV. Peters titled "Understanding and Treating the Hyperaggressive Toddler" describes cases of toddlers with aggressive conduct problems, considers the regulation of affect in toddlers, identifies components of the growth-promoting environment as well as the "circle of rejection," and proposes a model for treating aggressive toddlers and their parents.

791. **Payne, T. (1991). It's cold in the other room. Support for Learning, 6(2), 61-65.**
Examined the effect of extraction, when a child is taken from a mainstream class to receive direct teaching for identified learning difficulties in the areas of either literacy or numeracy or both. 44 children (aged 11-14 yrs) were interviewed to elicit their perceptions of progress across the curriculum, whether they felt stigmatized, and whether support teaching and remedial education were measurably different. Ss believed they were making good progress in most areas of the curriculum, but especially in those subjects where assistance was provided. Many Ss did not feel stigmatized and preferred assisted lessons to unsupported lessons. When given a straight choice between support teaching and remedial education, Ss chose the latter. Findings highlight the need to ask children their opinions.

792. **Pearson, M. E., and others. (1988). The implementation of sample, mand, and delay techniques to enhance language of delayed children in group settings. Journal of the Division for Early Childhood, 12(4), 342-348.**
Two teachers of integrated delayed children and two teachers of segregated delayed children were taught to use sample, mand, and delay techniques with five children, aged four-five, with language and cognitive delays. The techniques

were successfully and easily implemented by all teachers, and the children significantly increased their language skills.

793. **Peck, C. A., Hayden, L., Wandschneider, M., Peterson, K., et al. (1989). Development of integrated preschools: A qualitative inquiry into sources of resistance among parents, administrators, and teachers. Journal of Early Intervention, 13(4), 353-364.**
Investigated sources of resistance to the development of integrated preschool programs expressed in concerns raised during interviews with and observations of 30 parents, teachers, and administrators involved in system change. Perceived loss of political control over aspects of programs that have been informally negotiated between parents, teachers, and administrators may underlie concerns about new programmatic arrangements. The study illustrates the application of qualitative research methods to questions that are of considerable importance to early childhood educators, but that have received relatively little empirical study to date.

794. **Peck, C. A., Killen, C. C., & Baumgart, D. (1989). Increasing implementation of special education instruction in mainstream preschools: Direct and generalized effects of nondirective consultation. Journal of Applied Behavior Analysis, 22(2), 197-210.**
Evaluated a consultation strategy for increasing teachers' implementation of instruction related to specific Individualized Education Plan (IEP) objectives for 3 handicapped children (aged 3.3-5 yrs) mainstreamed into regular preschool programs. In Study 1, teachers viewed videotaped sequences of classroom routines and generated ideas for embedding IEP-related instruction into those routines. All teachers demonstrated increases in instructional behaviors; children demonstrated concomitant increases in IEP-targeted behaviors. Findings were replicated in Study 2, in which (1) the videotaping was replaced by teacher interview and (2) the consultation was carried out by a previously untrained special education teacher.

795. **Peck, C. A., Palyo, W. J., Bettencourt, B., Cooke, T. P., et al. (1988). An observational study of "partial integration" of handicapped students in a regular preschool. Journal of Research and Development in Education, 21(4), 1-4.**
Investigated social interaction between 4 mildly and moderately developmentally handicapped preschoolers and 10 nonhandicapped preschoolers in a regular preschool environment. Ss were observed during integrated freeplay activities, and their rates of positive social interaction, negative social interaction, and imitation were recorded. Results indicate that over twice the amount of positive social interaction was observed between nonhandicapped Ss as was observed between handicapped and nonhandicapped Ss. Results suggest the need for specific programmatic interventions for facilitating social interaction between handicapped and nonhandicapped children when partial integration is the chosen means for achieving the least restrictive environment.

796. **Pence, A. R. (1987). Child care's family tree: Toward a history of the child and youth care profession in North America. Child and Youth Care Quarterly, 16(3), 151-161.**
Offers a historical perspective on the profession of childcare, fixing its origins in a 19th-century consensual conception of children and youth in need of care. Given that common root in a social paradigm of caregiving, interactive processes that have produced the family tree of childcare and forces that may impact on its future are considered. The author discusses the recent shift toward mainstreaming and expresses concern that efforts toward normalization may not be fully supported by research. It is suggested that the greatest danger facing childcare today is the financial undermining of the paradigm of children and youth as needing and deserving special care.

797. **Penerini, Y., & Dresch, S. (1988). Seminar on integration of the blind child in the ordinary primary school. Educator, 2(1), 8-10.**
The seminar examined integration of blind children into regular primary schools in Argentina through defining the functions of the "integrating teacher" and the classroom teacher, specifying components of educational planning for the integrated blind child, and evaluating the importance of inter-institutional actions on integration.

798. **Pernell, E., McIntyre, L., & Bader, L. A. (1985). Mainstreaming: A continuing concern for teachers. Education, 106(2), 131-137.**
Examined whether a structured, formal class would affect the regular classroom teacher's attitudes toward mainstreaming. Observational procedures were used to examine 22 teachers' attitudes across 30 hrs of instruction to mainstreaming. Prior to instruction, Ss were negative to neutral on mainstreaming. After instruction, they were positive on all aspects except the likelihood of success of the endeavor. Results suggest the importance of increased experience, knowledge, attainment, and skill acquisition as a catalyst in the formation of positive attitudes toward mainstreaming handicapped children.

799. **Peters, D. L., & Deiner, P. L. (1987). The reality of early childhood: Head Start and the Child Development Associate (CDA). Topics in Early Childhood Special Education, 7(3), 48-58.**
Examines the role of the Child Development Associate Credentialing and Training(CDA) program in providing teachers with adequate training to alleviate shortages in the Head Start (HS) program. The role of HS in providing educational services for young handicapped children is reviewed. It is noted that few studies of the effects of CDA training on attitudes and behaviors toward handicapped children have been conducted. Implications of such studies for selection and training methods, and for mainstreaming efforts, are discussed.

800. **Peters, J. M. (1987). Rural aide model: A method for serving the rural student with handicaps. Rural Special Education Quarterly, 7(4), 6-7.**
Describes a program in which a teacher's aide is trained in the components of the Training Research Data-Based Classroom Model and then provides individual instruction, under the supervision of a certified teacher, to one or two children with handicapping conditions. Notes curriculum, student assessment, data collection procedures, and program effectiveness.

801. **Peters, S. J. (1990). Integration and socialization of exceptional children. Anthropology and Education Quarterly, 21(4), 319-339.**
Examined the effects of integrated classroom settings on 8 physically challenged kindergarten and 1st-grade children as they were socialized with their peers. The study explores (1) the influence of classroom organization and expectations and the students' role negotiations and social strategies on integration and (2) how these factors interact to result in changes in behavior, attitudes, and expectations. The case examples of 2 boys are described. It is suggested that exceptionality may not be determined by handicap but may be relative to environmental conditions interacting with socialization processes and the child's response.

802. **Peterson, J. M., & Thomas, E. L. (1987). Training needs of secondary industrial education teachers working with handicapped students. Journal of Industrial Teacher Education, 24(2), 69-77.**
A survey of 50 vocational and industrial education teachers revealed that most had taught handicapped students and felt a need for a required undergraduate course in vocational education of handicapped students. Their training priorities included (1) vocational assessment, (2) helping organizations, (3) laboratory adaptation, and (4) policies and procedures.

803. **Petrusic, J., & Celotta, B. (1985). What children want to know about their disabled peers: An exploratory study. School Counselor, 33(1), 38-46.**
Investigated the nature of questions 81 1st-, 3rd-, and 5th-grade able-bodied children asked when looking at a picture of a hypothetical classmate who was disabled. Results indicated that 5th graders asked almost twice as many questions related to disability as did younger Ss. Younger Ss were more concrete and oriented to the present in their questioning, whereas older Ss were more abstract and oriented to the future. Recommendations for improving the mainstreaming process for disabled students are made.

804. **Phelps, L. (1985). Special needs students: Redefining the challenge. Vocational Education Journal, 60(3), 24-26.**
The author recalls how Federal legislation has stimulated vocational education enrollments by special needs individuals since the mid-1960s, how each successive law has broadened the definition of special needs populations, and how much progress has been made. He also looks at what needs to be done yet in this area.

805. **Phillips, V., & McCullough, L. (1990). Consultation-based programming: Instituting the collaborative ethic in schools. Exceptional Children, 56(4), 291-304.**
The article discusses conceptual principles which underpin development of consultation-based programing for students with mild disabilities, proposes informal standards for ecological evaluation of specific formats, and identifies factors (such as administrative support and participatory planning and decision making) that maximize the potential for successful implementation of consultation-based programs.

806. **Phillips, W. L., and others. (1990). The regular education initiative: The will and skill of regular educators. Teacher Education and Special Education, 13(3-4), 182-186.**
Illinois educators (n=314) were surveyed to examine their attitudes and perceived ability to work with students with handicaps. Respondents were willing to teach students who were gifted or had physical handicaps, but not students with mental handicaps. The survey also assessed specific types of support/resources preferred by teachers.

807. **Piper, D. (1985). Perspectives from Canada: Language submersion in the high school English classroom: Some causes for concern. English Education, 17(2), 102-107.**
Argues that with the recent influx of so many mainstreamed new Canadian students with insufficient fluency in English there is a need to rethink policies on access to specialized English instruction and about their relationship to high school English teaching.

808. **Pivato, E., & Chomicki, S. (1986). The Grit kids start school. Entourage, 1(3), 6-10.**
Describes the Gateway Residential Intensive Training (GRIT) preschool program helping handicapped children become integrated into normal school environments in Edmonton, Alberta, Canada. Using funding obtained via parental lobbying efforts, GRIT employs specially trained developmental assistants, supervised by itinerant teachers and therapists, to work one-on-one with the children in their homes. Once the children, many of whom have autism, begin to make social progress, they are integrated into local nursery schools, daycare centers, and kindergartens for nonhandicapped children. Eventually, the children are enrolled in normal elementary schools. Although immediate cost analysis indicates that GRIT is more expensive than the usual special education placements, GRIT results and potential for long-term integration into the educational system indicate that the program is effective.

809. **Plata, M. (1988). Schools' and teachers' roles in educating bilingual handicapped students. Journal of Instructional Psychology, 15(2), 65-71.**
Contends that the educational system, in general, and the classroom teacher, in particular, need to create an atmosphere that will accommodate psychological, sociocultural, linguistic, and physical difference in pupils. For bilingual handicapped pupils, special consideration should be given to the school's and classroom teacher's role in developing Ss' cognitive, social, psychomotor, and career education opportunities. The teacher is viewed as a manager of environment, behavior, and instruction, who can help maximize learning outcomes.

810. **Pliner, S., & Hannah, M. E. (1985). The role of achievement in teachers' attitudes toward handicapped children. Academic Psychology Bulletin, 7(3), 327-335.**
Examined 83 elementary education teachers' attitudes toward 4 types of handicapped children (orthopedically impaired, visually handicapped, hard of hearing, and emotionally disturbed) as a function of the child's level of achievement. Ss were given descriptions of 2 children in each category, one achieving at grade level and one 2 yrs below grade level. Ss were asked to make

placement decisions from a list of options. Unlike previous research that has reported negative attitudes on the part of teachers toward handicapped children, results indicate that teachers hold negative attitudes (as indicated by placements in more restrictive environments) toward this group only when the child's level of achievement is low. When achievement was at an acceptable level, teachers were positive (as indicated by placements in regular classroom with resource/consultant services) toward the handicapped.

811. **Polirstok, S. R. (1987). Training handicapped students in the mainstream to use self-evaluation techniques. Techniques, 3(1), 9-18.**
Discusses and illustrates, via a case study, means of providing training in behavioral self-evaluation techniques to handicapped students assigned to mainstream classes. Components of self-evaluation are outlined, and assessing accuracy and validity of students' behavioral self-reports is discussed. Maintenance and generalization of self-evaluated behaviors are addressed. The case study described a 12-yr-old White male who had been mainstreamed after 4 yrs in special education classes for the neurologically impaired and emotionally handicapped. The S had been characterized as hyperactive and impulsive. Changes in 3 target behaviors were achieved through implementation of the training model, and extension of initial training by the classroom teacher results in continued behavioral improvement.

812. **Polloway, E. A. (1985). Identification and placement in mild mental retardation programs: Recommendations for professional practice. Education and Training of the Mentally Retarded, 20(4), 218-221.**
Reviews factors that have altered the field of mild mental retardation, including litigation over the placement of culturally different children in educable mentally retarded classes, mainstreaming, modifications in the definition, and the inclusion of adaptive behavior in the definition. Recommendations concerning intellectual functioning level, adaptive behavior, placement, and labeling are made as a suggested framework for deriving specific identification and placement procedures for mildly retarded students.

813. **Polloway, E. A., Patton, J. R., Smith, J. D., & Roderique, T. W. (1991). Issues in program design for elementary students with mild retardation: Emphasis on curriculum development. Education and Training in Mental Retardation, 26(2), 142-150.** Discusses the need to develop a school curriculum that is consistent with the long-term needs of mildly retarded students. Based on the concept of "subsequent environments as an attitude," issues in the development of appropriate curricula for elementary students who are mildly retarded are discussed. Variables that may influence vertical (life span developmental concerns) and horizontal (movement into mainstream environments) transitions for these students are emphasized.

814. **Porter, G. L., & Richler, D. (1990). Changing special education practice: Law, advocacy, and innovation. Canadian Journal of Community Mental Health, 9(2), 65-78.**
Describes the development of integrated school programs in Canadian schools and identifies three factors that have produced progress toward integration of mentally handicapped children (application of law, advocacy, and innovation). Advocacy is described in relation to the vision parents have articulated for their

children's futures and the collective and individual advocacy of those committed to integrated education. The innovative changes made in a number of schools and school districts and factors linked to districts that have implemented innovative programs are described. Recommendations are made for collaborative action by parents and professionals to achieve inclusionary school programs.

815. **Post, L., & Roy, W. (1985). Mainstreaming in secondary schools: How successful are plans to implement the concept? NASSP Bulletin, 69(480), 71-79.**
Outlines findings from a Wisconsin study to identify problems hindering the process of implementing mainstreaming programs in secondary schools. Includes eight recommendations and a reference list.

816. **Postlethwaite, K. (1985). Provision for children with special educational needs in Oxfordshire secondary schools. Educational and Child Psychology, 2(3), 81-87.**
Describes the treatment of children with special needs in the secondary schools in Oxfordshire, England, in 1982-1983. Focus is on students with severe, complex, or multiple difficulties who have been integrated into mainstream secondary schools from special schools and on students with less intense problems who have always been in mainstream education and who comprise 16% of the Warnock special needs group. The extent to which the different styles of service provision ensure, enable, or prevent the integration of special needs students into the full life of their comprehensive school is discussed. A framework is presented for considering provision for special educational needs. Children receiving support from special needs departments, the emphasis on mixed ability grouping, teachers' own concepts of special needs, and the role of the educational psychologist in training are discussed.

817. **Prater, M. A., and others. (1991). Self-monitoring of on-task behavior by adolescents with learning disabilities. Learning Disability Quarterly, 14(3), 164-177.**
Five single-subject studies indicated that adolescents with learning disabilities can successfully implement self-monitoring procedures in special and regular education settings and correspondingly improve their on-task behavior, without regard to classmates' percentage of on-task behavior and with fading of reinforcement and self-monitoring.

818. **Preisler, G., & Palmer, C. (1989). Thoughts from Sweden: The blind child at nursery school with sighted children. Child Care, Health and Development, 15(1), 45-52.**
Blind children in Sweden are integrated with sighted children in nursery school from the age of two-three years. This paper describes the child's transition to the nursery school environment, play activities, parents' and teachers' reactions to the blind child's behavior, and use of videorecordings to provide feedback to teachers.

819. **Prochnow-LaGrow, J. E., LaGrow, S. J., & Brulle, A. R. (1985). The use of normative sampling as an aid in determining appropriate education placements. Mental Retardation and Learning Disability Bulletin, 13(1), 49-57.**
In a reanalysis of data originally presented by the 3rd author and colleagues (in press), normative sampling procedures were used to determine the behavioral compatibility of 2 handicapped high school students considered academically ready for placement in a regular-education freshman English class. This procedure compared the rate of disruptive behavior exhibited by each of the Ss to the range and mean of disruptive behavior observed across 6 sections of the class in which placement was being considered. A significant amount of variability in the mean and range of disruptive responding was observed across the sections. Only 1 S appeared to be behaviorally ready for successful integration, and that S's behavior was determined to be within the normative range in 3 of the 6 sections considered. Recommendations were made for placement in each of these sections in order of best fit.

820. **Pugach, M. C., & Johnson, L. J. (1990). Fostering the continued democratization of consultation through action research. Teacher Education and Special Education, 13(3-4), 240-245.**
Action research, in which classroom teachers engage in systematic inquiry to develop new alternatives for approaching problematic classroom situations, is presented as a dimension of collaboration that has the potential to reduce teachers' resistance to changes in teaching practice as they work to accommodate diverse classroom populations.

821. **Pugach, M. C., & Johnson, L. J. (1988). Rethinking the relationship between consultation and collaborative problem-solving. Focus on Exceptional Children, 21(4), 1-8.**
The role of the special educator in collaborative consultation with regular educators is discussed in terms of problems in the practice of consultation, consultation as a mutual and reciprocal schoolwide activity, consultation as a facilitative process, consultation as a routine professional role, and the language of consultation.

822. **Pullis, M. (1985). LD students' temperament characteristics and their impact on decisions by resource and mainstream teachers. Learning Disability Quarterly, 8(2), 109-122.**
Learning disabled (LD) students (N=412) from grades one to six generally received more negative ratings from their special education resource teachers and their regular education mainstream teachers on task orientation, adaptability, and reactivity. Results of multiple-regression policy-capturing analyses were interpreted to mean that temperament characteristics, especially task orientation, significantly influenced teacher decisions.

823. **Putnam, J. W., and others. (1989). Collaborative skill instruction for promoting positive interactions between mentally handicapped and nonhandicapped children. Exceptional Children, 55(6), 550-557.**
The study evaluated the influence of collaborative skill instruction on the social interaction behaviors of moderately/severely handicapped and nonhandicapped students participating in group science activities. Data revealed that students

receiving the instruction interacted more positively than those who did not receive the instruction.

824. **Quintal, J. M. (1985). The psychology of integration for physically disabled children. Canadian Journal of Special Education, 1(3), 98-101.**
A variety of teacher, student, environmental, and support service variables affect the success of mainstreaming efforts for physically disabled students.

825. **Raab, M. M., Nordquist, V. M., & Cunningham, J. L. (1986). Promoting peer regard of an autistic child in a mainstreamed preschool using pre-enrollment activities. Special issue: Cognitive and behavioral dysfunction in multiply handicapped children. Child Study Journal, 16(4), 265-284.**
Six nonhandicapped preschoolers (aged 32-54 mo) participated in 20 activities designed to educate them about similarities and differences, about handicapping conditions, and about an autistic child before she entered the program. A control group of 12 nonhandicapped children (aged 33-51 mo) did not participate in the activities. Incident reports related to the autistic child were recorded by teachers for 2 wks after the child enrolled in the program. Ss in the experimental group interacted with the autistic child, talked politely to her, assisted her, and affirmed that she was able to accomplish something more often than the Ss in the control group. Ss in both groups exhibited few negative behaviors toward the autistic child. In sociometric testing, Ss who participated in the pre-enrollment activities named the autistic child as a friend more than the control Ss did.

826. **Radonovich, S., & Houck, C. (1990). An integrated preschool: Developing a program for children with developmental handicaps. Teaching Exceptional Children, 22(4), 22-26.**
The paper describes the steps necessary to integrate a preschool program to increase least restrictive environment options for preschoolers with developmental handicaps, and reviews the case study of one preschool undergoing integration. Described are the rationale for change, the change process, daily activity schedule, and sample continuums for delivery of needed services.

827. **Raimondo, D., & Maxwell, M. (1987). The modes of communication used in junior and senior high school classrooms by hearing-impaired students and their teachers. Volta Review, 89(6), 263-275.**
Quantitative and qualitative analyses of communication modes used by 20 hearing-impaired students, their teachers, and their peers in mainstream junior and senior high school classrooms found that speech was used most often by all three groups. The hearing-impaired students demonstrated only minimal self-initiated interaction with normal-hearing teachers and peers.

828. **Rarick, G. L., & Beuter, A. C. (1985). The effect of mainstreaming on the motor performance of mentally retarded and nonhandicapped students. Adapted Physical Activity Quarterly, 2(4), 277-282.**
Presents a field research project on mainstreaming 2 age levels (11-13 yrs and 13-16 yrs) of 25 trainable mentally retarded (TMR) children in physical education classes with 85 nonhandicapped children. Findings indicate that the gain in motor performance of the integrated generally exceeded that of the nonintegrated TMRs without adversely affecting the performance of their nonhandicapped peers.

Teacher intervention was greater for the young retarded than for their nonhandicapped peers, more apparent for the integrated than for the segregated TMRs, and less evident for the older nonhandicapped than for the older TMR children. Findings lend support to the belief that the retarded can be successfully integrated in physical education classes.

829. **Ravaud, J. F., Beaufils, B., & Paicheler, H. (1987). Stereotyping and intergroup perceptions of disabled and nondisabled children: A new perspective. *Exceptional Children*, *34*(2), 93-106.**

Examined the relationships between stereotypes, self-ratings, and peer-ratings of students in an experimental secondary school attended by 120 disabled and 65 nondisabled 6th-12th graders. To study the influence that contact with disabled classmates has on intergroup perceptions, responses of these students were compared with those of students attending a secondary school that does not practice mainstreaming. Results reveal a favorable evaluation of the disabled in general by nondisabled students although descriptions of disabled classmates were significantly different. It is suggested that the study of how people form opinions of others should be examined through intergroup dynamics.

830. **Ray, B. M. (1985). Measuring the social position of the mainstreamed handicapped child. *Exceptional Children*, *52*(1), 57-62.**

Compared a teacher rating instrument, a sociometric instrument, and direct observation of social interaction to determine whether mainstreamed handicapped children at the elementary level were significantly more likely to be accepted, isolated, or rejected by their classmates than were nonhandicapped peers. 624 nonhandicapped and 60 handicapped (behavior disordered, learning disabled, mentally handicapped, and physically handicapped) 3rd-6th graders completed the sociometric instrument, 28 teachers completed ratings, and 8 handicapped and 16 nonhandicapped 3rd-6th graders were observed. Test-retest methods and interobserver reliability checks indicated that the 3 instruments were reliable. Findings indicate that handicapped mainstreamed children, when compared to their nonhandicapped peers, are (a) significantly more likely to be identified by their teachers as experiencing difficulty with social interaction, (b) significantly more likely to be rarely selected and/or highly rejected on a sociometric measure, and (c) equally likely to engage in positive social interaction with their peers.

831. **Read, L. F. (1989). An examination of the social skills of blind kindergarten children. *Education of the Visually Handicapped*, *20*(4), 142-155.**

An observational checklist of age appropriate social behaviors was developed and applied to three functionally blind kindergarteners in a mainstream kindergarten. The checklist pinpointed areas of deficiency for remediation.

832. **Reagan, T. (1988). Multiculturalism and the deaf: An educational manifesto. *Journal of Research and Development in Education*, *22*(1), 1-6.**

The deaf community in the United States is a distinct subcultural group that is bilingual, diglossic, and trimodal. The deaf should be considered a legitimate cultural and linguistic minority, and entitled to educational programs reflecting this. Inclusion of information on deaf people in multicultural education programs is advocated, and guidelines provided.

833. **Redding, J. (1986). Three cheers for sign language class. Perspectives for Teachers of the Hearing Impaired, 4(5), 21-23.**
An elective sign language class for hearing and hearing impaired secondary students has resulted in positive effects, including increased peer sensitivity and improved communications.

834. **Reed, J. C. (1987). Using a team approach when mainstreaming special needs students. Business Education Forum, 41(7), 3-4.**
The author defines mainstreaming and discusses how business education teachers and special needs instructors can work as a team on instructional and materials adaptation to meet the special needs of students.

835. **Reichart, D. C., and others. (1989). Parental perspectives on integrated preschool opportunities for children with handicaps and children without handicaps. Journal of Early Intervention, 13(1), 6-13.**
Fifty-one parents of preschool handicapped or nonhandicapped children were surveyed to determine their perspectives on integration. Both parents of handicapped children and parents of nonhandicapped children held positive perspectives on the philosophical aspects of integration, the social-emotional impact of integration on their children, teacher skills, and organization variables.

836. **Reis, E. M. (1988). Improving attitudes of nonretarded fourth graders toward people who are mildly mentally retarded: Implications for mainstreaming. Education and Training in Mental Retardation, 23(2), 85-91.**
Assessed the attitudes of 60 nonretarded 4th-graders on the attitude domains of social distance (SDIS) and integration-segregation (INSE) on the Multidimensional Attitude Scale on Mental Retardation. Ss were assigned to 1 of 3 treatments: (a) active story format condition (Ss listened to a story about a mildly mentally retarded boy and were asked focusing questions before each of the story's segments); (b) passive story format condition (Ss listened to the same story but were not asked interspersing questions); and (c) irrelevant story format condition (Ss listened to a story about outer space). Listening to the story about the mentally retarded boy led to more favorable SDIS attitudes; however, INSE only Ss in the active story format condition reported more favorable INSE attitudes.

837. **Reisberg, L., & Wolf, R. (1988). Instructional strategies for special education consultants. Remedial and Special Education (RASE), 9(6), 29-40.**
Presents a model for examining and selecting assessment and instructional strategies for use by the consulting team. Variables affecting the success of mainstreamed handicapped students, including the attitudes and skills of the teacher, student, and student's peers are discussed and effective strategies for assessing and intervening in these variables are proposed. General principles are elaborated for use in selecting among possible interventions. These principles include how effectively the skill will generalize to other settings, whether the strategy will benefit other low performing students, the ease of data collection and evaluation, and the ease of implementation. It is suggested that educational plans will have a greater likelihood of successful adoption if their selection is based on these principles.

838. **Renna, R. (1990). The use of control theory in the education of students with sensory, cognitive, and physical challenges. Journal of Reality Therapy, 10(1), 34-39.**
Discusses ways of integrating special education students into the educational mainstream and the community at large, based on the concept of the quality school developed by W. Glasser (1990). Special students' ability to create new behaviors may be limited; therefore, they require the concrete teaching of new behaviors, usually through the visual and physical modality of role playing and demonstration. There are significant parallels between the successful community integration of these students and the concepts of control theory in the practice of reality therapy. These concepts form the basis of ways in which special educators must alter the way they teach and interact with their students to focus on what is possible rather than on what the students cannot do. A control theory program for developmentally challenged children is described.

839. **Reschly, D. J. (1988). Minority MMR overrepresentation and special education reform. Exceptional Children, 54(4), 316-323.**
Recommendations from "Placing Children in Special Education" are reviewed, focusing on: (1) inaccurate interpretation of overrepresentation of minority mildly mentally retarded students, (2) use of prereferral interventions, (3) cross-categorical programing, (4) application of an outcomes criterion, and (5) expansion of regular education options for mildly handicapped students.

840. **Reynolds, C. J., & Salend, S. J. (1990). Teacher-directed and student-mediated textbook comprehension strategies. Academic Therapy, 25(4), 417-427.**
Reviews a range of teacher-directed and student-mediated strategies that can be employed to improve the text comprehension skills of mainstreamed students. Teachers should consider several factors in selecting appropriate text comprehension strategies for their mainstreamed students. Guidelines are discussed for assessing the treatment acceptability or reasonableness of these strategies from the teachers' perspective.

841. **Reynolds, M. C. (1989). An historical perspective: The delivery of special education to mildly disabled and at-risk students. Remedial and Special Education (RASE), 10(6), 7-11.**
Summarizes the history of special education delivery systems as "progressive inclusion" and describes the following details of the change process: from distal to proximal arrangements; from separation to integration; from selection/rejection decisions to placement decisions; and from "two-box" arrangements to a continuum. The basis of the Regular Education Initiative is discussed, and some future proposals are suggested. These include supporting experimental programs, increasing the use of curriculum-based assessment procedures in child study, developing and carrying out a broad "marker variable" system in research reporting, and moving special teachers and aides into mainstream structures as co-teachers.

842. **Reynolds, M. C. (1988). A reaction to the JLP special series on the regular education initiative. Journal of Learning Disabilities, 21(6), 353-356.**
The article responds to previous articles about the regular education initiative and concludes that there is little evidence to justify present practices of student

categorization of the mildly handicapped in special education and that the need for major reform is great.

843. **Reynolds, M. C., and others. (1985). Special students. Vocational Education Journal, 60(5), 39-48.**
Articles concerning the special needs student include an account of how some teachers participate in the preparation of their students' individualized education programs, the effects of a teacher's attitude on a student's performance and how to put that knowledge to work in the classroom, and ways to help special needs students succeed in vocational student organizations.

844. **Rich, H. L., & Ross, S. M. (1991). Regular class or resource room for students with disabilities? A direct response to "Rich and Ross: A mixed message". Exceptional Children, 57(5), 476-477.**
Responds to the comments of G. A. Vergason and M. L. Anderegg (see PA, Vol 78:25930) on a previous article (H. L. Rich and S .M. Ross (see PA, Vol 76:27723). The value and main implication of the original Rich and Ross research is shown to suggest that the use of time in the regular class and especially in the segregated special class can and should be increased, but the regular class should not be replaced by more time in the resource setting.

845. **Rich, H. L., & Ross, S. M. (1989). Students' time on learning tasks in special education. Exceptional Children, 55(6), 508-515.**
Measured, through naturalistic observation procedures, the use of time among handicapped students in 4 special education alternatives (regular class, resource room, special class, and special school). Ss were 230 elementary age students enrolled in 58 classes in 16 schools. Comparisons using analysis of variance (ANOVA) revealed that the least restrictive alternatives, particularly the resource room, made more in-class learning time available. Discussion includes recommendations for increasing learning time during the school day.

846. **Richmond, M. P. (1986). Education projects ease handicaps. Day Care and Early Education, 13(3), 23-25.**
Reports on programs for disabled children at the Williams Field Accommodation School. Presents brief case studies and discusses the necessity for mainstreaming disabled children. Stresses the need for individualized instruction.

847. **Riediger, E., and others. (1986). Integration of handicapped children: Administrative strategies. Canadian Journal for Exceptional Children, 2(3), 90-91, 94-96.**
Administrators should address such planning considerations as preexisting conditions, staff inservice, and preparation of regular students to ensure successful integration of disabled students.

848. **Riester, A. E., & Bessette, K. M. (1986). Preparing the peer group for mainstreaming exceptional children. Pointer, 31(1), 12-20.**
Describes an in-class program for preparation of student peers for the mainstreaming of exceptional children in the Northside Independent School District of San Antonio, Texas. The program's goals are to increase understanding and acceptance of handicapped children by their normal peers in a mainstreamed classroom, and provide more meaningful and more frequent interaction between handicapped and nonhandicapped students. Supporting

literature and research; a program description; and a tabular outline of the program's objectives, activities, and materials are presented.

849. **Rietveld, C. M. (1986). The adjustment to school of eight children with Down's Syndrome from an early intervention program. Australia and New Zealand Journal of Developmental Disabilities, 12(3), 159-175.**
Investigated the results of integrating children with Down's syndrome (DS) and nonhandicapped peers, using 8 DS children (aged 6-7 yrs) who had participated in an early-intervention program from birth. Ss were observed in 6 occasions approximately 1 yr after they had started at their local school. Three low-achieving contrast children in each of 8 classrooms were also observed. Teachers' attitudes were investigated by means of a written questionnaire, and 40 tasks from the Down's Syndrome Performance Inventory were used to measure developmental gains. Results show that while individual differences were apparent, generally speaking, DS Ss were at least as attentive, compliant, socially integrated, and no more disruptive than the contrast children. They engaged in social play for similar amounts of time and continued to acquire new skills at the same rate as during their participation in the intervention program. Teacher attitudes varied from very positive to very negative.

850. **Ritchie, M. H. (1989). School psychology research in Australia. Professional School Psychology, 4(2), 129-135.**
Presents a sample of current Australian research in school psychology. Recent research has focused on psychometrics, assessment of self-concept, consultation and distance education, reading acquisition and the treatment of reading disorders, mainstreaming, school climate, and school size. Sources of funding are discussed, and institutions producing recent research publications in the field of school psychology are mentioned.

851. **Rittenhouse, R. K. (1987). Analysis of educational interpreter services for hearing-impaired students. Journal of Rehabilitation of the Deaf, 20(4), 1-6.**
The two phase study (1) analyzed the need for deaf interpreter services in the schools and (2) developed a data base of characteristics and skills around which criteria for the preparation and evaluation of interpreters could be developed.

852. **Rittenhouse, R. K. (1987). The attitudes of deaf and normal hearing high schoolers toward school, each other and themselves: Mainstreamed and self-contained comparisons. Journal of Rehabilitation of the Deaf, 21(1), 24-28.**
19 deaf and 28 normal-hearing high school students, who were taught in either self-contained or mainstreamed classrooms, completed questionnaires that asked a series of questions about themselves, each other, school, and life generally. One-third of the Ss were randomly selected for follow-up interviews for external validation purposes. Deaf Ss in self-contained classrooms expressed significantly more negativism than did Ss from other educational milieus, although the hearing-impaired Ss seemed to share the same fear of the future that the normal-hearing Ss expressed. It is suggested that the deaf Ss may have perceived the self-contained classroom as restrictive.

853. **Rittenhouse, R. K. (1987). The attitudes of teachers toward mainstreaming of hearing impaired high schoolers. Journal of Rehabilitation of the Deaf, 20(3), 11-14.**
The study examined perceptions and attitudes of 27 teachers of deaf high school students in a mainstreaming setting and 18 teachers of deaf students in self-contained classes. Questionnaire responses showed general support for mainstreaming but needs for better communication between special and regular educators and more administrative support.

854. **Robertson, L., & Flexer, C. (1991). Hearing impairment need not mean reading with difficulty. Ohio Reading Teacher, 25(2), 32-38.**
Studies 54 children with hearing loss using the hypothesis that children with hearing loss who learn standard language through using their hearing will learn to read in the same predictable ways as children with normal hearing. Finds that hearing losses do not make the normal acquisition of reading impossible.

855. **Rocha, R. M. (1988). Excellence in Education: Focus on the Special Child. Journal within a Journal. Perceptions, 23(2), 21 p.**
The special journal section contains five major articles concerned with the education of children with disabilities, especially with emotional or behavioral disorders. The lead article by Ramon M. Rocha and Susan McCue, discusses the education of emotionally disturbed (ED) students in New York State as directed by the Commissioner of Education's Regulations: Part 100. The emphasis in this article is on the impact of Section 100.2(s) of the regulations relating to students with handicapping conditions on regular and special educators, as well as on the importance of a team approach to the implementation of the regulations. Resources available to teachers for facilitating this process include the Committee on Special Education, parents, building administrators, and students themselves. The next four articles are related to what to teach emotionally disturbed students and have the following titles and authors: "Social Skills for Behaviorally Disordered Children as Preparation for Mainstreaming: Theory, Practice, and New Directions" (J. Daniel Hollinger); "Include Time Management and Learning Strategies in the ED Curriculum!" (Linda Reetz and Joe Crank); "Emotionally Handicapped Students from Culturally and Linguistically Diverse Backgrounds: A Multidimensional Profile" (Debra Colley); and "Parent Involvement in Special Education" (Donald Marozas).

856. **Rodda, M., Grove, C., & Finch, B. M. (1986). Mainstreaming and the education of deaf students. Alberta Journal of Educational Research, 32(2), 140-153.**
Indicates that recent attempts to integrate deaf special education students into regular education involve considerable risk and that unselective application of mainstreaming may be counterproductive to the goal of effective education. Issues discussed include oral approaches to education, the group identity of deaf persons, educational policies, bilingual education, and the role of parents in mainstreaming. A policy of mainstreaming deaf students is suggested as an alternative placement in a diverse educational system, a system that retains schools for the deaf as a part of a wide spectrum of services. It is concluded that by failing to accept the experience of the deaf community, present mainstreaming practices are doing little to remedy the real deficiencies in the education of deaf students.

857. **Rodden-Nord, K., & Shinn, M. R. (1991). The range of reading skills within and across general education classrooms: Contributions to understanding special education for students with mild handicaps. Journal of Special Education, 24(4), 441-453.**
The study examined the range of reading skills in 2,812 general education students in grades 1-6 attending 34 elementary schools. Results documented a wide range of reading skills both within and across grades. Findings are discussed in terms of relations between general and special education.

858. **Rojewski, J. W., Pollard, R. R., & Meers, G. D. (1991). Grading mainstreamed special needs students: Determining practices and attitudes of secondary vocational educators using a qualitative approach. Remedial and Special Education (RASE), 12(1), 7-15.**
Used an indepth, semistructured interview with 10 secondary vocational educators. Four themes (conclusions) emerged from an analysis of the data. A decription of successful grading practices and problems/concerns experienced by teachers when grading students with special needs were examined. The perceptions of educators concerning intended and actual messages that grades communicate to others were explored. A 3rd issue focused on the degree of undergraduate/graduate preparation and inservice staff development teachers have received on issues related to grading students with special needs. A majority of those participating reported experiencing a developmental process of gradually changing grading practices.

859. **Roman, A. S., and others. (1987). Enjoying each other's company: Our model mainstream classroom. Perspectives for Teachers of the Hearing Impaired, 5(4), 8-10.**
Suggestions for implementing a successful classroom program integrating hearing and deaf primary grade students include preparing hearing children for the arrival of deaf children and giving all children equal attention after helping the deaf students make a transition into the classroom.

860. **Romanczyk, R. (1986). Some thoughts on future trends in the education of individuals with autism. Behavior Therapist, 9(8), 162-164.**
Notes that work within the last 25 yrs has demonstrated that significant behavior change and habilitation can be achieved for individuals with autism. Emphasis on full participation in normalized environments must be maintained as well as emphasis on the establishment of integrated, functional behavior repertoires necessary for optimal functioning. Normalized interactions with peer groups and concern for temporal factors should be maintained to achieve the most individually appropriate education and treatment program. A single-model approach to service delivery should be avoided in favor of assessment-based, individually specific options.

861. **Rose, C., & O'Connor, A. (1989). Mainstreaming: Reality or myth? B.C. Journal of Special Education, 13(3), 277-286.**
A study of the attitudes of 821 secondary-level students in British Columbia (Canada) found that the majority supported mainstreaming of handicapped students in their classes, females were more positive than males, older students were more positive than younger students, and physical contact with handicapped students did not automatically lead to greater acceptance.

862. **Rosenberg, N. S., & Yohalem, J. B. (1986). Litigation on behalf of mentally disabled children: Targets of opportunity: II. Mental and Physical Disability Law Reporter, 10(2), 145-149.**
In light of diminishing federal funds for community-based services for mentally disabled children, education services (e.g., integration into regular services, vocational education, psychotherapy services) and entitlement programs (e.g., Supplementary Security Income, Medicaid) are discussed as areas that not only are crucial to enabling mentally disabled children to remain in their communities but also are realistically susceptible to improvement through advocacy.

863. **Rosenfield, S., & Reynolds, M. C. (1990). Mainstreaming school psychology: A proposal to develop and evaluate alternative assessment methods and intervention strategies. School Psychology Quarterly, 5(1), 55-65.**
Since the passage of Public Law 94-142 in 1975, numerous problems related to special education have surfaced. The Advocacy Statement presented in 1985 by school psychologists and child advocates represents one significant attempt to address these problems. It challenges the current pullout and special class system by focusing on alternative ways of serving all children more adequately in the regular education mainstream. Such a change would affect all sectors of education, and school psychologists as a group need to examine both alternative assessment methods and program delivery strategies.

864. **Rosenkoetter, S. E., & Fowler, S. A. (1986). Teaching mainstreamed children to manage daily transitions. Teaching Exceptional Children, 19(1), 20-23.**
Based on a study of the differences between the way regular and special education teachers handle classroom transitions, this discussion suggests seven steps special education teachers should take to aid students in classroom transitions. A list of 24 different transition cues is included.

865. **Ross, D. B., & Koenig, A. J. (1991). A cognitive approach to reducing stereotypic head rocking. Journal of Visual Impairment and Blindness, 85(1), 17-19.**
A cognitive, nonintrusive method of controlling head-rocking behavior in an 11-year-old blind subject involved having the boy place his hand on his cheek or chin when prompted that he was rocking his head. The subject demonstrated significant decreases in head rocking during intervention and generalization during followup.

866. **Ross, M. (1987). Mainstreaming. Hearing Rehabilitation Quarterly, 12(2), 4-6.**
Discusses the mainstreaming of hearing-impaired students into least restrictive educational settings, as mandated by the Education for All Handicapped Children Act. The special needs of such students are outlined, noting the necessity of psychological assessment and evaluation of communicative abilities including reading and writing.

867. **Roth, G. S. (1990). An integrated approach to special education and vocational training. Illinois Schools Journal, 70(1), 27-30.**
A movement in designing special education curricula in Illinois is to provide instruction in "natural community environments," including simulated and real job

sites. Special education vocational programs have shifted emphasis toward a life-skills approach that incorporates vocational elements. Describes an Illinois curriculum model integrating special education and vocational training.

868. **Roth, H. (1988). Description and formative evaluation of attendance in a parent program involving reintegration of conduct-disordered students into regular classes. Special Services in the Schools, 5(1-2), 97-105.**
50 parents with 50 male children (aged 6-14 yrs) who were enrolled in a child psychiatry day school (CPDS) participated in a special program. Parents met once a week for 90 min for 1 yr. They were encouraged to identify and verbalize feelings which may interfere with positive parenting. A formative evaluation was conducted regarding the impact of attendance at parent group meetings, for parents whose children were enrolled in this CPDS for conduct-disordered students, and the degree to which these students were successfully reintegrated into public schools was assessed. Preliminary results suggest that a mainstreaming program that offers a therapeutically oriented parent group may be a worthwhile way of assisting successful reintegration of conduct-disordered adolescents into regular classes in public schools.

869. **Roth, H. J., & Nicholson, C. (1990). Differences in learning styles between successfully and unsuccessfully mainstreamed violent and assaultive youth. Journal of Correctional Education, 41(3), 134-137.**
The Detroit Tests of Learning Aptitude were administered to 60 students at a day treatment center for violent youth. Analysis determined that verbal ability was the single most powerful predictor of successful mainstreaming into public schools. Higher verbal composite quotients were associated with successful mainstreaming.

870. **Roth, H., & Nicholson, C. L. (1988). Profile differences between successfully and unsuccessfully mainstreamed violent and assaultive youth. Diagnostique, 13(2-4), 130-138.**
Seventy-five violent/assaultive students (age 7-16) attending a specialized day-treatment facility were studied to identify psychoeducational variables differentiating between successfully or unsuccessfully mainstreamed students. Differentiating variables were: follow-up contacts with the public school, numerical ratings on an ecological measure, verbal intelligence quotients, Wechsler Similarities subtest scores, and reading comprehension and spelling scores.

871. **Rothman, A. W., & Cohen, J. (1988). Teaching test taking skills. Academic Therapy, 23(4), 341-348.**
Discusses the problems of test-taking, especially for the language-impaired or for learning disabled students who are mainstreamed. The authors review basic problems (e.g., misinterpretation), describe types of tests (e.g., essay, math), and offer suggestions for teaching test-taking skills so that students will be fairly tested and will be able to demonstrate the knowledge they have acquired.

872. **Rothschild, I., & Bianchi, J. (1986). Parent/Educator meetings can work for your child. Exceptional Parent, 16(5), 23-24,27-28.**
Parents have a real opportunity to influence their child's education through participation in the Committee on the Handicapped process which includes referral, evaluation, Individualized Education Program (IEP) planning and review. Specific guidelines for parent participation in this process are discussed, including parent/teacher conferences, parent support systems, and assessment procedures.

873. **Rothstein, L. F. (1985). Accountability for professional misconduct in providing education to handicapped children. Journal of Law and Education, 14(3), 349-394.**
Examines the areas in which educational misconduct involving handicapped students is likely to occur. Argues for accountability for such misconduct and discusses why remediation should be by common law tort action. Explains why the Handicapped Children Act procedures are not appropriate in litigation.

874. **Rothstein, L. F. (1988). Special education malpractice revisited. West's Education Law Reporter, 43(4), 1249-1262.**
Educational personnel not prepared for children with disabilities and the provisions of the Education for All Handicapped Children Act have given rise to opportunities for misconduct. Examines the recent case law and legislative activity and its effect on special education malpractice, and suggests the possible direction this issue will take.

875. **Royeen, C. B., & Marsh, D. (1988). Promoting occupational therapy in the schools. American Journal of Occupational Therapy, 42(1), 713-717.**
Suggests that the terminology used by school-based occupational therapists to describe their work be explained in terms that will allow parents and educators to better understand the roles and functions of the occupational therapist in the school. The authors (1) propose a conceptual framework on which the provision of occupational therapy as a service related to education can be based and (2) define the roles and functions of school-based occupational therapy to differentiate it from other related school-based services. Strategies to further secure the position of occupational therapy in the schools are also identified.

876. **Ruffin, C., Lambert, D., & Kerr, M. M. (1985). Volunteers: An extraordinary resource. Pointer, 29(4), 30-38.**
Describes a tutoring project for special students in kindergarten through Grade 5, involving adult and child volunteers, a telephone homework line, face-to-face tutoring, and family tutoring workshops. The telephone center is described, and evaluation of the 3-yr program is outlined. Sample forms used are included. It is suggested that successful students in the program have supportive teachers who inform tutors, send materials, and give extra credit for attendance at tutoring sessions.

877. **Rule, S., et al. (1985). Training and support for mainstream day care staff. Early Child Development and Care, 20(2-3), 99-113.**
Describes a system of inservice training and support delivered to mainstream day care personnel by the staff of the Social Integration Project. The results of the project's goal to integrate handicapped preschool children into day care programs are measured by the progress of the children served and by teacher attitudes.

878. **Rule, S., Innocenti, M. S., Coor, K. J., Bonem, M. K., et al. (1989). Kindergarteners' preacademic skills and mainstreamed teachers' knowledge: Implications for special educators. Journal of Early Intervention, 13(3), 212-220.**
Administered the Brigance Diagnostic Inventory of Basic Skills and the Brigance Inventory of Early Development to 25 kindergarteners designated as average by their teachers. Teachers indicated items they believed Ss could correctly perform. More than 80% of Ss' answers were correct on 21 of the 34 items. There was a high positive correlation between Ss' skills and teachers' estimates of their skills, but teachers underestimated Ss' performance on 16 of the 21 items. Teachers overestimated Ss' performance on 14 of the 34 total items. In general, teachers were aware of children's skills; however, their awareness of individuals' skills and of specific skills for the group as a whole were frequently in error. Implications for preparing handicapped preschoolers for integration into classrooms in which average children are highly skilled are discussed.

879. **Rule, S., and others. (1990). An inservice training model to encourage collaborative consultation. Teacher Education and Special Education, 13(3-4), 225-227.**
An in-service training model was developed to encourage collaboration among regular classroom teachers to assist mainstreamed handicapped students. The model encourages teams of educators to undergo training, uses a collegial approach, provides a forum for sharing classroom problems and possible solutions, and provides technical skills for designing systematic data-based programs for students.

880. **Rule, S., and others. (1990). Preparation for transition to mainstreamed post-preschool environments: Development of a survival skills curriculum. Topics in Early Childhood Special Education, 9(4), 78-90.**
Nine commonly occurring activities were identified in mainstreamed kindergarten and first grade classrooms, the necessary skills for participation were analyzed, and a curriculum was developed. Evaluation of the curriculum showed that 15 handicapped preschool children learned the necessary skills, even when the instructions, environment, and task requirements were frequently changed.

881. **Rule, S., and others. (1987). The social integration program: An analysis of the effects of mainstreaming handicapped children into day care centers. Education and Treatment of Children, 10(2), 175-192.**
Evaluation of the Social Integration Program (SIP) which provided mainstream services to 31 preschool handicapped children in Utah during its first three years found that SIP children made significant gains on educational and developmental tests and mastered a high proportion of individualized education program objectives.

882. **Rule, S., Stowitschek, J. J., & Innocenti, M. (1986). Day care for handicapped children: Can we stimulate mainstream service through a day care-special education merger? Child Care Quarterly, 15(4), 223-232.**
Notes that mainstream daycare services are not widely available to parents of handicapped children. By merging special education services (assessment, individual educational programs, and services by specialists) with daycare activities, handicapped children can receive education as well as care with their normally developing peers. A few programs have devised procedures to train staff and to minimize the obtrusion or interference of handicapped children into mainstream classrooms. One such program, the Utah Social Integration Program, has maintained more than 50 handicapped children, which resulted in important developmental gains. Child placement, staffing patterns, and teaching formats that enable caregivers to use routine daycare activities as teaching opportunities for handicapped preschoolers are described. The resulting model of service is cost-efficient relative to the costs of self-contained service.

883. **Sabornie, E. J. (1987). Bi-directional social status of behaviorally disordered and nonhandicapped elementary school pupils. Behavioral Disorders, 13(1), 45-57.**
Compared sociometric ratings assigned by and to behaviorally disordered (BD) and nonhandicapped (NH) 2nd-6th graders. 22 resource room, school-identified BD pupils, who attended at least 2 regular classes were matched with an equal number of NH classmates in 3 schools. The How I Feel Toward Others Scale was administered in 20 regular physical education classrooms enrolling BD students. Results indicate that BD Ss in comparison to matched NH ones, assigned higher social rejection to their peers, and received far less acceptance and more rejection from them. The BD and NH comparison groups did not differ significantly in assigned acceptance or assigned and received familiarity among their same- and opposite-sex classmates.

884. **Sabornie, E. J. (1985). Social mainstreaming of handicapped students: Facing an unpleasant reality. Remedial and Special Education (RASE), 6(2), 12-16.**
Discusses integration and segregation of handicapped students in conjunction with the shortcomings of Public Law 94-142. It is suggested that the social appropriateness of educational programs should be considered more consistently and explicitly in decisions regarding the most beneficial placement for exceptional students. Studies using peer nomination procedures with various handicapped populations have shown that when given a choice, nonhandicapped respondents are not likely to nominate a handicapped classmate frequently on positive criteria. Rating scales have advantages over peer nomination techniques, but both methods have problems (e.g., use of unknown weighted ratings, ethical implications of asking students to nominate peers on negative criteria, use of low scores on positive criteria to determine low status positions). It is suggested that for exceptional children who are socially accepted by their regular class peers, mainstreaming should not be questioned if the environment is also appropriate for their academic and later occupational adjustment needs. It is concluded that individual Ss with special social needs (probably the majority of handicapped Ss) do not appear to be appropriately served in the social milieux of mainstream classrooms.

885. **Sabornie, E. J., & Kauffman, J. M. (1987). Assigned, received, and reciprocal social status of adolescents with and without mild mental retardation. Education and Training in Mental Retardation, 22(3), 139-149.**
Evaluation of sociometric ratings assigned by and to 27 educable mentally retarded high school students partially mainstreamed found that retarded students rated their peers more negatively and received more negative ratings than matched (for race, grade, sex, socioeconomic status, participation in extracurricular activities) controls.

886. **Sabornie, E. J., & Kauffman, J. M. (1985). Regular classroom sociometric status of behaviorally disordered adolescents. Behavioral Disorders, 10(4), 268-274.**
43 behaviorally disordered (BD) 9th-12th graders from 6 schools who attended regular classes for portions of the school day were matched with an equal number of nonhandicapped students. BD students were identified through psychological and academic achievement tests, behavior checklists, classroom observations by teachers, medical evaluations, and social and family histories. A rating scale sociometric instrument, the Ohio Social Acceptance Scale (OSAS), was administered in 33 physical education classes that had BD students enrolled. Results indicate that BD Ss, compared to matched nonhandicapped students, were lower in regular classroom sociometric status. BD Ss were as well-known as their matched peers and rated fellow BD students in the same classes higher than did nonhandicapped raters. Findings are consistent with similar studies and highlight the need for quality instruction to assist handicapped students in their social relationships in regular classrooms.

887. **Sabornie, E. J., & Kauffman, J. M. (1986). Social acceptance of learning disabled adolescents. Learning Disability Quarterly, 9(1), 55-60.**
Examined the regular classroom sociometric status of 46 learning disabled (LD) and 659 nonhandicapped (NH) 9th-12th grade students in 6 schools. The LD students attended regular classes for portions of the school day and were matched with an equal number of NH students to control for S differences. A modified social acceptance scale was administered in 32 physical education classes enrolling LD and NH students. Results indicate that LD and NH Ss did not differ significantly in regular classroom sociometric status. LD Ss were as well known as their matched peers; however, they rated fellow LD students in the same classes higher than did NH raters. Findings are inconsistent with those of previous studies involving younger students and suggest that regular classrooms can be socially rewarding for LD adolescents.

888. **Sachs, J. J. (1990). The self-efficacy interaction between regular educators and special education students: A model for understanding the mainstreaming dilemma. Teacher Education and Special Education, 13(3-4), 235-239.**
The Student-Teacher Self-Efficacy Interaction Model is described, focusing on the impact of the teacher's self-efficacy on performance, impact of teacher's performance and students' past experiences on special education students' self-efficacy, and how feedback from students' performance provides feedback on teacher abilities to meet students' needs.

889. **Sachs, J. (1988). Teacher preparation, teacher self-efficacy and the regular education initiative.** **Education and Training in Mental Retardation, 23(4), 327-332.**
Considers the difficulties faced by regular educators in providing exceptional students with regular education in the least restrictive environment in terms of A. Bandura's (see PA, Vol 58:5773) self-efficacy theory. A model of self-efficacy is presented as a foundation for changes in teacher preparation programs and in state education agencies' certification processes. It is noted that this approach would require collaboration between regular education and special education teacher trainers.

890. **Saez, P. E. (1989). Integration of blind and visually impaired children: The philosophy.** **Journal of Visual Impairment and Blindness, 83(1), 54-56.**
The author examines integration of blind or visually impaired and other disabled children into society as a way of achieving a far-reaching goal--mainstreaming--whereby the differences inherent to each individual are taken for granted as part of the human variety underlying the various communities and groupings that compose society.

891. **Safran, J. S., & Safran, S. P. (1985). A developmental view of children's behavioral tolerance.** **Behavioral Disorders, 10(2), 87-94.**
The Children's Tolerance Scale was completed by 469 3rd-6th graders. A 1-way multivariate ANOVA yielded significant grade level differences, with older children generally being the most tolerant. The more outer-directed behaviors (negative aggressive and poor peer cooperation) were rated as most disturbing. Findings are considered in relation to children's conceptions of social rules and the preadolescent movement from an adult to a peer orientation. Implications for mainstreaming behaviorally disordered students are discussed, and it is suggested that more rigorous modification of behavior problems may be required in the lower grades to optimize peer acceptance.

892. **Safran, J. S., & Safran, S. P. (1985). Organizing communication for the LD teacher.** **Academic Therapy, 20(4), 427-435.**
Outlines means of streamlining communication between the teachers of learning-disabled (LD) students and the regular teachers of mainstreamed LD students, noting that multiple role responsibilities, schedule conflicts, and deadline pressures often hamper or prevent such efforts. It is suggested that an organized system of meetings and written follow-ups, featuring a preplanned agenda and carefully focused goals, can best address these concerns. A teacher-to-teacher communication model that describes meetings and their corresponding written components is delineated. Guidelines for preplacement, early placement, progress reports, forms, and group conferencing are detailed. Advantages of the group, person-to-person format include the promotion of a more effective problem-solving atmosphere, enhanced focus on content-area information, and helping regular teachers develop new perspectives on LD students.

893. **Safran, S. P., & Safran, J. S. (1985). Classroom context and teachers' perceptions of problem behaviors. Journal of Educational Psychology, 77(1), 20-28.**
Seventy-four elementary school teachers rated five behavior problems portrayed in videotaped vignettes in terms of severity, manageability, tolerance, and contagion. Only contagion yielded significant differences (stronger within the disruptive context), suggesting that teachers held the target child responsible for the classroom disorder. Implications for mainstreaming are discussed.

894. **Safran, S. P., & Safran, J. S. (1985). Monitoring behavior of mainstreamed emotionally disturbed students. Journal of Child and Adolescent Psychotherapy, 2(4), 282-285.**
Argues that although increasing numbers of emotionally disturbed students are being reintegrated from primarily therapeutic facilities into the community and public school settings, a framework for organizing communication between mental health professionals and educators is lacking. The proposed behavior monitoring system allows face-to-face and written contacts between professionals, including preplacement, intervention strategies, and monitoring conferences, with appropriate forms. It is viewed as a way to provide support for the teacher, tangible illustration of behavioral growth, and consistency across school and therapeutic environments.

895. **Sainato, D. M., & Lyon, S. R. (1989). Promoting successful mainstreaming transitions for handicapped preschool children. Journal of Early Intervention, 13(4), 305-314.**
Successful transitions of preschool children with handicaps to integrated preschools or kindergartens may be promoted by teachers who know the setting characteristics and behavioral demands of future mainstream (MNS) environments. Research findings on teachers' classroom organization behavioral characteristics of most and least independent children in MNS settings, and differences in the instructional environment between MNS and special preschools are summarized.

896. **Sainato, D. M., and others. (1987). Increasing academic responding of handicapped preschool children during group instruction. Journal of the Division for Early Childhood, 12(1), 23-30.**
Three preschool children with significant behavioral and developmental delays were taught to participate and respond to teacher commands during large group instruction, important skills for later mainstreaming. Techniques included increasing "opportunities to respond" through increased rates of teacher commands to the group and instituting a group of choral responding procedures.

897. **Sainato, D. M., Strain, P. S., Lefebvre, D., & Rapp, W. (1987). Facilitating transition times with handicapped preschool children: A comparison between peer-mediated and antecedent prompt procedures. Journal of Applied Behavior Analysis, 20(3), 285-291.**
Examined the effects of a peer-mediated vs an antecedent prompt condition on the rate of independent movement and appropriate behavior of 3 autistic preschool boys during 3 classroom transition times. Results show that each treatment condition yielded increases in target behaviors; however, the antecedent prompt

condition was superior during all transition settings. In addition, teacher prompts were significantly reduced during the intervention conditions, indicating that the Ss were making these transitions more independently.

898. **Salend, S. J., and others. (1988). Effects of a student-managed response-cost system on the behavior of two mainstreamed students. Elementary School Journal, 89(1), 89-97.**
Investigated the use of a self-managed response-cost system using free tokens to modify the on-task behavior of 2 mainstreamed students (an emotionally disturbed 4th grader and a learning disabled 6th grader) in regular classrooms. Findings show that after implementing the program, the Ss' on-task behavior as well as their academic performance improved. Applications of the findings to regular classrooms are discussed.

899. **Salend, S. J., and others. (1987). Identifying school districts' policies for implementing mainstreaming. Pointer, 32(1), 34-37.**
Results of surveying 21 educators responsible for coordinating their school districts' mainstreaming programs revealed that although educators acknowledge a commitment to mainstreaming few have employed viable implementation procedures. Results suggested the need for a model of recommended policies and procedures.

900. **Salend, S., & Salend, S. J. (1985). Adapting teacher-made tests for mainstreamed students. Journal of Learning Disabilities, 18(6), 373-375.**
Provides guidelines concerning the format and content of tests for educators to use in constructing and adapting classroom measures to meet the needs of mainstreamed handicapped students. It is suggested that areas of ancillary instruction (e.g., note-taking skills, test-taking behaviors) can be focused on by special educators to support the efforts of regular classroom teachers. These cooperative efforts by educators can insure the integrity of grading procedures for teachers and can optimize the performance of mainstream students.

901. **Salend, S. J., & Salend, S. M. (1986). Competencies for mainstreaming secondary level learning disabled students. Journal of Learning Disabilities, 19(2), 91-94.**
Regular and special educators (N=334) identified the social skill competencies necessary for successful performance in secondary mainstream settings. Competencies fell into three major areas: appropriate work habits, respect for others and their property, and ability to follow school rules.

902. **Salisbury, C. L. (1991). Mainstreaming during the early childhood years. Special Issue: Trends and issues in early intervention. Exceptional Children, 58(2), 146-155.**
Discusses issues surrounding the implementation of the integration imperative during infancy and early childhood that present formidable challenges to education and community providers. Key among these issues is how professionals provide high-quality services to young children with disabilities in mainstream environments and current issues related to integration. The concept of "best practices" is reexamined as it applies to mainstreaming during the early

childhood years. The author recommends an integrated set of indicators for high-quality programs and describes an outcomes-based process for making administrative and pedagogical decisions.

903. **Salisbury, C. L., & Vincent, L. J. (1990). Criterion of the next environment and best practices: Mainstreaming and integration 10 years later. Topics in Early Childhood Special Education, 10(2), 78-89.**
Evaluates the criterion of the next environment (CNE (L. J. Vincent et al, 1980)), defined as attention to the demands of subsequent school settings and implications for curriculum and content and teaching, to determine CNE's continued applicability to the field of early childhood special education. Discussion focuses on the applicability of CNE to mainstreaming and integration of young children with disabilities. Changes in public kindergarten classrooms and the relationship of these changes to CNE are addressed. Current positions are made explicit, particularly the commitment to integrated education for all students with disabilities, collaborative partnerships, and the need for instructional supports. Implications of CNE for the 1990s are discussed.

904. **Samson, A., & Reason, R. (1988). What is successful re-integration? Research supplement. British Journal of Special Education, 15(1), 19-23.**
A followup study on nine British children with moderate learning difficulties who were transferred from a special school to their neighborhood comprehensive schools reports that eight of the children appear reasonably well adjusted to the comprehensive school.

905. **Sanche, R. P., & Smith, D. J. (1990). Preservice teacher attitudes toward mainstreaming before and after internship. B.C. Journal of Special Education, 14(3), 233-240.**
Forty-seven senior education students' attitudes toward teaching special needs children in the mainstream did not change significantly after a four-month practicum. Subjects reported more positive attitudes to mainstreaming than did a similar group of interns from eight years prior. Characteristics such as age and gender were unrelated to postinternship attitudes.

906. **Sandys, J., & Piet, D. (1986). A journey towards integration: The ABC pre-school. Entourage, 1(1), 24, 26-30.**
The article recounts efforts of the Mississauga Association for the Mentally Retarded (Ontario) to provide preschool retarded children with an appropriate educational program in integrated settings.

907. **Sansone, J., & Zigmond, N. (1986). Evaluating mainstreaming through an analysis of students' schedules. Exceptional Children, 52(5), 452-458.**
Analyzed the schedules of 844 mildly handicapped (socially/emotionally disturbed, educable mentally retarded, or learning disabled) elementary school students to describe the degree of appropriateness of each school's mainstreaming practices in a large urban school district. School variables were investigated in relation to appropriate scheduling. Data analysis revealed that very few Ss had appropriate mainstreaming schedules but that "good" scheduling was found in all

kinds of schools. The schedule analysis procedures used could provide a model for ensuring that handicapped students have a sensible educational experience in regular classes.

908. **Santomier, J. (1985). Physical educators, attitudes and the mainstream: Suggestions for teacher trainers. Adapted Physical Activity Quarterly, 2(4), 328-337.**
Examines the potential effects of teachers' negative attitudes and opinions regarding mainstreamed handicapped children and suggests strategies that teacher trainers may use to improve attitudes and opinions toward mainstreaming and toward handicapped children. It is argued that establishing a psychosocial atmosphere that encourages the acceptance of individual differences is important to the success of mainstreaming. A positive psychosocial atmosphere includes (1) a desire to establish a positive environment, (2) knowledge concerning the importance of establishing such an environment, (3) skills and techniques required to establish such an environment, and (4) deliberate planning on the part of the physical education teacher.

909. **Sapir, S. G. (1990). Facilitating mainstreaming: A case study. Journal of Reading, Writing and Learning Disabilities International, 6(4), 413-418.**
Initiated an experimental program, "Mainstreaming in Reverse," that emphasized social and physical integration of handicapped (HC) children. Group discussion sessions were conducted for the parents and teachers of 160 nonhandicapped (NHC) and 40 HC children (aged 2-6 yrs) to allow free expression of parent and teacher concerns about mainstreaming. In a preliminary step, teachers rather than children were exchanged for a short period each day. Reverse mainstreaming was again used when NHC Ss visited classes of HC Ss. The exchange of children apparently enhanced the probability of successful mainstreaming. The program gave parents and students opportunities for mutual acceptance and accurate perceptions.

910. **Sapon-Shevin, M. (1987). The national education reports and special education: Implications for students. Exceptional Children, 53(4), 300-306.**
The article examines the omission of special education as a focus of concern in recent national reports and analyses concerned with excellence in education, including negative implications for low-achieving students and those currently receiving special services. The effect of current political and economic variables on educational trends is noted.

911. **Sapon-Shevin, M. (1988). Working towards merger together: Seeing beyond distrust and fear. Teacher Education and Special Education, 11(3), 103-110.**
This article briefly explores major arguments of the debate on the merger of regular and special education and examines barriers that make rational discussion of the issue difficult. Lessons learned from the struggle for mainstreaming are outlined in order to guide changes in teacher education that would promote merger.

912. **Sasso, G. M., Mitchell, V. M., & Struthers, E. M. (1986). Peer tutoring versus structured interaction activities: Effects on the frequency and topography of peer initiations. Behavioral Disorders, 11(4), 249-259.**

Compared peer tutoring and structured interaction activities in the social initiation rates of 5 male autistic students (aged 7.6-9.5 yrs). Participating in interaction activities and as tutors of autistic Ss were 2 male and 2 female 4th- and 5th-grade students (aged 7.6-9.5 yrs). The nature of the initiations were coded either instructional or cooperative. Results reveal that nonhandicapped Ss assigned initially to a tutoring phase interacted at far lower rates than did Ss exposed to structured interactions. Conversely, the structured interaction activities produced the highest rates of cooperative initiations regardless of presentation sequence. The data are discussed in reference to implications for programs that enhance the normalization process for children and youth with severe handicaps.

913. **Sasso, G. M., & Rude, H. A. (1988). The social effects of integration on nonhandicapped children. Education and Training in Mental Retardation, 23(1), 18-23.**

Using a peer nomination sociometric tool, this study measured the degree of social status change with 24 high- and low-status nonhandicapped children in Grades 1-3, who participated in a peer initiation intervention that paired them with students with severe handicaps. Results show that Ss who participated in the peer initiation program gained in social status. Implications are discussed for techniques to enhance social relationships between students with severe handicaps and nonhandicapped children.

914. **Sasso, G. M., Simpson, R. L., & Novak, C. G. (1985). Procedures for facilitating integration of autistic children in public school settings. Analysis and Intervention in Developmental Disabilities, 5(3), 233-246.**

Examined procedures for facilitating the social and psychological integration of 6 autistic and autistic like children (aged 8-10 yrs) into an elementary school. The effect on the attitudes and positive behavioral initiations of 45 regular-class students (aged 8-9yrs) toward their autistic peers were assessed as a function of (a) information about handicapped persons and controlled experiences with autistic children and (b) autistic students' social skill training. Results reveal that regular-class students who had both received information about exceptionalities and participated in controlled experiences with autistic children had the most positive attitude and made the greatest number of positive behavioral initiations toward the handicapped Ss. In addition, most frequently, the regular-class students' behavioral initiations were aimed toward those autistic children who had received social skill training. Implications are drawn for placement of increasing numbers of severely handicapped children and youth in age-appropriate public school settings.

915. **Saur, R., Coggiola, D., Long, G., & Simonson, J. (1986). Educational mainstreaming and the career development of hearing-impaired students: A longitudinal analysis. Volta Review, 88(2), 79-88.**

Tested a model of the relationship between educational mainstreaming and the achievement of hearing-impaired students. Variables included Ss' background, achievement, placement, and later employment. Evaluation of data on 225 hearing-impaired Ss who had differing amounts of exposure to mainstreaming in high school and college indicated that the model adequately represented the relationships in the data.

916. **Saur, R. E., Layne, C. A., Hurley, E. A., & Opton, K. (1986). Dimensions of mainstreaming. American Annals of the Deaf, 131(5), 325-330.**
Studied dimensions of the classroom social experience for mainstreamed students among 8 hearing-impaired students (HISs) attending upper-division social work classes at the Rochester Institute of Technology as compared with those from 28 normally hearing students. Data were collected through participant observation in the classrooms and interviews over the course of 3 academic quarters. Three dimensions emerged as being important to the HISs' classroom experience: participation, relationships, and feelings. The participation of mainstreamed HISs is hindered by their spatial, temporal, and cultural isolation from the class. Relationships in the mainstreamed classroom depend on the mutual interactive competence of normally hearing students and HISs. The feelings of HISs seem to depend on their acceptance of their hearing loss as well as on their acceptance by others in the classroom.

917. **Saur, R., Popp-Stone, M. J., & Hurley-Lawrence, E. (1987). The classroom participation of mainstreamed hearing-impaired college students. Volta Review, 89(6), 277-286.**
Investigated 37 students from a technical institute for the deaf who were cross-registered or mainstreamed into the other colleges of an institute of technology. These Ss were compared with 37 of their normal-hearing classmates. The relationship between participation and other variables representing student background, communication characteristics, and academic progress was examined using student records and classroom observation. It is concluded that relative degree of hearing loss per se was not related to hearing-impaired Ss' participation; however, these Ss participated significantly less frequently than their normal-hearing peers.

918. **Saur, R. E., & Stinson, M. S. (1986). Characteristics of successful mainstreamed hearing-impaired students: A review of selected research. Journal of Rehabilitation of the Deaf, 20(1), 15-21.**
The literature review organizes research of the National Technical Institute for the Deaf concerning characteristics of successfully mainstreamed hearing-impaired students in terms of: family background; previous educational experience; cognitive skills; motivation; speech, hearing, and communication skills; previous course grades, lecture comprehension, student participation, use of support services, and social interaction.

919. **Savage, L. B., & Wienke, W. D. (1989). Attitude of secondary teachers toward mainstreaming. High School Journal, 73(1), 70-73.**
281 usable responses were obtained from 119 primary, 98 intermediate, and 64 secondary teachers who responded to a teacher opinion survey to determine their attitude toward mainstreaming of handicapped children. The relationship between frequency of contact (FC), teacher experience (TE), and teacher level (TL) was determined. Pearson Product Moment correlation indicated that TE correlated significantly with TL; a small but significant positive relationship was found

between attitude and FC with the resource teacher. Findings show a trend for secondary teachers to be less accepting than others of special-needs students in regular classrooms.

920. **Schechtman, Z. (1989). A program to enhance teachers' motivation in integrating handicapped students into regular classes. Reading Improvement, 26(1), 79-87.**
Proposes a rationale and methods for enhancing teachers' motivation and stresses self-exploration, personal choice, and independent decision-making toward mainstreaming. Notes that a humanistic approach, applying values clarification and bibliotherapy methods, along with group counseling principles, underlies this training program to modify values and behavior of educators.

921. **Scheer, J., & Groce, N. (1988). Impairment as a human constant: Cross-cultural and historical perspectives on variation. Journal of Social Issues, 44(1), 23-37.**
Disability is a human constant: all human societies have and have always had disabled members. Although the presence of such individuals is a constant, culturally shared responses to them vary greatly across time and social context.

922. **Schiefelbusch, R. L. (1987). Integration—Who benefits? Australasian Journal of Special Education, 11(1), 4-9.**
An historical overview of events leading to the passage of Public Law 94-142 (The Education for All Handicapped Children Act) precedes a discussion of positive and negative outcomes of this legislation since its enactment in 1975.

923. **Schildroth, A. (1988). Recent changes in the educational placement of deaf students. American Annals of the Deaf, 133(2), 61-67.**
Data from the 1985-86 Annual Survey of Hearing Impaired Children and Youth indicated that fewer students are enrolled in special schools. This article discusses possible consequences of movement of deaf students into the local schools and questions whether local schools can provide the educational resources and special services needed by these students.

924. **Schindele, R. A. (1986). Special educational support for visually handicapped students in regular schools: An analysis of its development and present state in the Federal Republic of Germany. European Journal of Special Needs Education, 1(1), 39-56.**
The history and current state of educational support services in regular education for students with visual impairments in West Germany is outlined, drawing on a literature review and national survey. Conclusions are drawn from practical experiences and corresponding research.

925. **Schleien, S. J., Ray, M. T., Soderman-Olson, M. L., & McMahon, K. T. (1987). Integrating children with moderate to severe cognitive deficits into a community museum program. Education and Training in Mental Retardation, 22(2), 112-120.**
Implemented and evaluated an integrated art education program at a community museum. Nine children (aged 7-10 yrs) with moderate to severe mental retardation were grouped with 27 nonhandicapped same-aged peers in a leisure activity that included gallery viewing of visual art and studio opportunities to manipulate art materials. Results indicate that (a) nonhandicapped peers' attitudes

toward the retarded Ss changed positively and significantly; (b) social interactions received by handicapped Ss from their nonhandicapped peers increased significantly over time; and (c) appropriate social behaviors of Ss who were mentally retarded were demonstrated to be significantly greater than inappropriate behaviors in the gallery and studio environments.

926. **Schleifer, M. J. (1987). "I Want to Go to Old Town High:" Private vs Public Education. Exceptional Parent, 17(6), 43-46, 48-52.**
A case study explores the attitudes, opinions, and concerns of the parents of a cerebral palsied adolescent (as well as the views of the affected public and private school administrators) concerning the decision to allow their son to move from a private to a public high school environment.

927. **Schleifer, M. J., & Klein, S. D. (1988). The 10th annual report to congress - A reason for optimism. Exceptional Parent, 18(6), 26-30.**
Excerpts are printed from the "Tenth Annual Report to Congress on the Implementation of The Education of the Handicapped Act." Described are legislative goals, number of students served, emphasis on the least restrictive environment, assistance for state/local agencies in educating handicapped children, employment of the disabled, and community participation.

928. **Schmid, R. (1987). A position paper: The importance of physical education to the mainstreamed exceptional child. Canadian Journal for Exceptional Children, 3(3), 79-81.**
The social, emotional, and physical benefits of physical education activities for mainstreamed students with special needs are discussed. Success or failure in physical activity is a sensitive issue which affects attitude. The mainstreamed child must gain a sense of belonging without experiencing failure. Suggestions for structuring a program are offered.

929. **Schmidt, J. L., and others. (1989). Effects of generalization instruction on the written language performance of adolescents with learning disabilities in the mainstream classroom. Journal of Reading, Writing, and Learning Disabilities, International, 4(4), 291-309.**
The study designed and validated an instructional sequence to promote the generalization of learning strategies to improve written expression acquired in remedial settings to mainstream settings. The article delineates elements necessary to promote generalization of skills with learning disabled populations.

930. **Schmidt, S. (1985). Hearing impaired students in physical education. Adapted Physical Activity Quarterly, 2(4), 300-306.**
Indicates that the mainstreamed hearing impaired student is unlikely to require any additional content area programming unless vestibular etiology exists. The hearing impaired student exhibits no different motor performance than other students in regular physical education class. Physical eductors need to plan and teach lessons that show an understanding of the concomitant language delay that will accompany a hearing impairment. Using sign language and a variety of visual aids as well as monitoring the language level of handouts can make the physical education class beneficial for the hearing impaired student.

931. **Schmidt, T., & Stipe, M. (1991). A clouded map for itinerant teachers: More questions than answers. Perspectives in Education and Deafness, 9(4), 6-7, 24.**
Article identifies problems of itinerant teachers of deaf students in rural Oregon and reports on a survey of 98 teachers of the deaf in Oregon. The study found 66 percent of teachers were working in itinerant positions, that 77 percent had not received any training for the itinerant role, and that 71 percent have some doubts about their effectiveness.

932. **Schneider, J. W. (1988). Disability as a moral experience: Epilepsy and self in routine relationships. Journal of Social Issues, 44(1), 63-78.**
Draws on interviews with 80 epileptics to examine the consequences of disability for the distribution of work and responsibility in routine, everyday relationships and how, in turn, these affect the way people see, think about, and feel about themselves. Particular attention is paid to family, parental, and employment relationships.

933. **Schneider, M., & Yoshida, R. K. (1988). Interpersonal problem-solving skills and classroom behavioral adjustment in learning disabled adolescents and comparison peers. Journal of School Psychology, 26(1), 25-34.**
30 mainstreamed learning disabled (LD) students and 30 non-LD classmates in Grades 7 and 8 were administered Measures of Interpersonal Cognitive Problem-Solving (ICPS), including measures of causal and optimal thinking. Their teachers rated each of the Ss on the School Behavior Checklist. LD Ss scored significantly lower than non-LD peers in identifying a social problem, generating alternative solutions, recognizing consequences, and planning (ICPS skills). No significant differences were found between the groups on the 5 School Behavior Checklist subscales that measured classroom social behavior. Few significant correlations were found between the ICPS skills and classroom adjustment for either the LD or non-LD Ss.

934. **Schniedewind, N., & Salend, S. J. (1987). Cooperative learning works. Teaching Exceptional Children, 19(2), 22-25.**
Suggestions for implementing cooperative learning strategies with mildly handicapped students in mainstreamed, resource room, and self-contained classroom settings are given. Guidelines are presented for: selecting a format for cooperative learning; establishing working guidelines; forming groups; arranging the classroom; developing cooperative skills; evaluating cooperative learning; and confronting problems.

935. **Schnorr, R. F. (1990). "Peter? He comes and goes ..." First graders' perspectives on a part-time mainstream student. Journal of the Association for Persons with Severe Handicaps, 15(4), 231-240.**
Examined 23 1st graders' perceptions of a 7-yr old boy assigned to a self-contained special education (SPE) class, who was mainstreamed into the 1st-grade class for part of each day. Participant observation and in-depth interviews were employed over 7 mo. Ss had a common frame-work for defining school experience. Descriptions centered around themes of "where you belong," "what you do," and "with whom you play." Data about the SPE student were interpreted according to this framework. Significant discrepancies existed

between Ss' definitions of what it means to be part of the 1st grade and the focus of the teacher's efforts to include the SPE student and present him as a member of the class. Data suggest the need to identify when and how students interact with their classmates and to ensure that students with disabilities have access to these times/situations during their part-time mainstreaming.

936. **Scholefield, L. (1989). PSME and children with SEN. Special Issue: Curriculum development. Support for Learning, 4(3), 165-169.**
Highlights the advantages, difficulties, and demands of the student-centered methods used in Personal, Social and Moral Education (PSME) for students with special educational needs (SEN) in the mainstream, secondary educational setting. Active learning, involving oral and physical expression, and group cooperation are some of the skills emphasized in PSME; teacher honesty and openness are encouraged. Nine PSME exercises are described.

937. **Schumaker, J. B., & Deshler, D. D. (1988). Implementing the regular education initiative in secondary schools: A different ball game. Journal of Learning Disabilities, 21(1), 36-42.**
Contends that discussions on the Regular Education Initiative (REI (Council for Exceptional Children, 1987)) have not addressed the significant differences that exist between the organizational structures, curricula, and other features of elementary and secondary schools. It is argued that wholesale application of the REI to both elementary and secondary schools is a gross oversimplification of a complex problem. Potential barriers to implementing the REI with mildly handicapped adolescents in secondary schools are reviewed. A set of factors central to developing a workable partnership that is compatible with the intent and goals of the REI but that is also realistic in responding to the unique parameters of secondary schools are discussed.

938. **Schumn, J. S., & Vaughn, S. (1991). Making adaptations for mainstreamed students: General classroom teachers' perspectives. Remedial and Special Education (RASE), 12(4), 18-27.**
Examined teachers' perceptions of the desirability and feasibility of adaptations for mainstreamed students in their general education classes. Of particular interest was how teachers of different grade levels would respond to adaptations. 25 elementary, 23 middle school, and 45 high school teachers rated the desirability and feasibility of 30 items on an adaptation evaluation instrument. There were significant differences between the mean desirability and feasibility ratings of each inventory item, with all adaptations perceived as more desirable than feasible. Surprisingly few differences between grade groupings surfaced.

939. **Schuster, J. W. (1985). Ten years later: PL 94-142 and the building principal. Education, 106(2), 231-238.**
Discusses the role of the principal in implementing the requirements of the Education for All Handicapped Children Act, which mandates the mainstreaming and integration of the handicapped into regular education. The principal's responsibilities, problems encountered, and recommended solutions are discussed. Based on 10 yrs of mainstreaming literature, a participative leadership style is described as the best alternative for the building principal to adopt in structuring a mainstreaming program that is compliant, effective, and successful.

940. **Schwartz, V. (1989). Dance dynamics - A dance for all people. Journal of Physical Education, Recreation and Dance, 60(9), 49-64.**
Six articles comprise this feature which explores ways in which educators and recreation leaders can respond to the needs of disabled individuals by adopting a flexible teaching style. The emphasis is on creative use of dance, movement, and music with children and adults having various disabilities.

941. **Schwarz, S. L., & Taymans, J. M. (1991). Urban vocational/technical program completers with learning disabilities: A follow-up study. Employment prospects for students with learning disabilities. Journal for Vocational Special Needs Education, 13(3), 15-20.**
Former special education students (n=23) were surveyed to investigate the outcomes of mainstreaming urban youth with mild disabilities into regular vocational programs to prepare them for employment. All respondents had been employed in at least one job since graduation, but more were unemployed than employed.

942. **Scotch, R. K. (1988). Disability as the basis for a social movement: Advocacy and the politics of definition. Journal of Social Issues, 44(1), 159-172.**
Discusses both the barriers to the formation of a social movement of disabled people and the ways in which these barriers have been overcome. The role of public policy in the evolution of this movement is discussed, as are the current status and prospects of the disability rights movement.

943. **Scruggs, T. E., & Mastropieri, M. A. (1989). Reconstructive elaborations: A model for content area learning. American Educational Research Journal, 26(2), 311-327.**
Developed a system of reconstructive elaborations (REs), a method for transforming information into a more memorable pictorial format, to adapt elaborative systems to different levels of concreteness of information and different levels of meaningfulness to the learner. REs were taught individually to 30 mildly handicapped adolescents (mean age 15.1 yrs) who had been assigned at random to experimental or control conditions. Experimental Ss outperformed controls on an immediate production test and maintained a significant advantage over a 3-4 day delay interval on an identification test.

944. **Seaman, C. M. (1987). The Holy Cross integration project: Successful mainstreaming of the hearing impaired. ACEHI Journal, 13(1), 40-46.**
The article describes a program in which deaf students from a Canadian residential school for the deaf attended a regular high school for certain subjects. The program's success is attributed to planning, adequate staff support, and the fact that students maintained their positions of leadership in the residential school.

945. **Searight, H. R., & Noce, J. J. (1991). The psychiatrically disturbed developmentally disabled adult: A behaviorally-oriented inpatient program to facilitate community integration. Psychotherapy in Private Practice, 9(1), 115-129.**
Describes a behaviorally oriented inpatient program in the acute-care psychiatric unit of a general hospital that deals with developmentally disabled adults with concomitant psychiatric disorders. This program has been of particular value with

dual-diagnosis patients exhibiting behaviors that impede adjustment in community residential care. The case examples of a 43-yr-old male and a 29-yr-old male illustrate the behavioral program. The Ss had shown some problem or violent behaviors and/or depression that prompted their admission to the program. The problem behaviors, goal behaviors, interventions, and staff reactions for each S are described. Administrative issues are also addressed.

946. **Semmel, M. I., Abernathy, T. V., Butera, G., & Lesar, S. (1991). Teacher perceptions of the regular education initiative. Exceptional Children, 58(1), 9-24.**
A survey of 381 special and regular educators assessed perceptions and opinions surrounding the regular education initiative (REI). Confirmatory factor analysis supported an a priori hypothesized structure of Ss' responses. Items factored into 14 categories. These factors describe issues related to preferred placement of students with mild disabilities, teacher responsibility, teacher preparedness for meeting the needs of these students, achievement outcomes for all children, and the changes that would result from adopting the proposed model rather than a pullout program. Ss favored current special education practices (pullout programs) in elementary schools. They did not support the REI proposition that school psychologists should assume proactive roles that differ from the traditional responsibilities of providing diagnostic and assessment services to teachers.

947. **Semmel, M. I., & Gerber, M. M. (1990). If at first you don't succeed, bye bye again: A response to general educators' views on the REI. Remedial and Special Education (RASE), 11(4), 53-59.**
Programs implementing the Regular Education Initiative (REI) are criticized for their relatively simplistic approaches to the instructional problems created by learner diversity. Such programs as "Success for All" and teacher consultation programs do not adequately consider what happens to those students and teachers who do not succeed under the REI.

948. **Sengstock, W. L., Magerhans-Hurley, H., & Sprotte, A. (1990). Germany: Cradle of American special education for persons who are mentally retarded. Education and Training in Mental Retardation, 25(1), 4-14.**
Discusses the development of public school special education (SE) programs in Germany for students with mental retardation. Issues examined include (1) the reasons why SE was needed in Germany, (2) growth of SE classes, (3) guidelines for class organization, (4) identification procedures, (5) curriculum, and (6) integration and mainstreaming. German SE introduced many new concepts in the 19th century (e.g., smaller classes with individualized training, mainstreaming) that became a model for SE in many western countries including the US.

949. **Sevcik, B. M., & Ysseldyke, J. E. (1986). An analysis of teachers' prereferral interventions for students exhibiting behavioral problems. Behavioral Disorders, 11(2), 109-117.**
Results of two studies are reported in which regular classroom teachers' prereferral interventions for students with behavior problems were examined. Results indicated that teachers both proposed and actually used interventions that involved teacher-directed actions. Yet, the specific nature and actual effectiveness of the interventions are questionable.

950. **Shapiro, A., & Margolis, H. (1989). Changing negative peer attitudes toward students with learning disabilities. Journal of Reading, Writing, and Learning Disabilities, International, 4(2), 133-146.**
Examines some of the reasons for prejudical attitudes in teachers and normal students toward students with learning disabilities (SLDs) in mainstream classroom environments. It is noted that SLDs may be misjudged by their teachers and classmates because they possess handicaps that are not readily apparent. Strategies for addressing prejudice include experiential disability awareness programs, simulations of disability, and group discussions. Examples of experiential simulations that have been used to develop empathy toward and understanding of SLDs are presented.

951. **Sheie, T. P. (1985). Integration and implementation: A four-point mainstream model. National Conference on Microcomputers in the Education of the Hearing Impaired: The classroom computer: An agent for change. American Annals of the Deaf, 130(5), 397-401.**
Presents a 4-point model for integrating technology for special education into a total districtwide technology plan, which includes planning, professional education, development, and evaluation. The model is based on direct implementation experience in a suburban district with 33,000 students, 10% of whom receive services from the special education program. The program for hearing-impaired students (as well as the entire special education program) is highly diverse, with mainstreamed, resource room-based, and self-contained settings and referrals to residential settings.

952. **Sherborne, V. (1989). Movement and the integration of exceptional children. Educational Forum, 54(1), 105-116.**
Discusses Rudolf Laban's analysis of human movement and applies it to working with and assessing exceptional children.

953. **Sherman, L. W., & Burgess, D. E. (1985). Social distance and behavioral attributes of developmentally handicapped and normal children. Perceptual and Motor Skills, 61(3, Pt 2), 1223-1233.**
Examined 20 behavioral attributes predicting social distance among 101 junior high school students (aged 12-16 yrs) in 6 classrooms to determine specific attributes of mainstreamed students that lead to social rejection. The sample included 8 developmentally handicapped students (IQs 69-84), of whom at least 1 was mainstreamed into each classroom. Ss were predominantly White, middle-class, suburban midwesterners. A socioeconomic nomination measure was used to obtain behavioral attribute profiles of the students, which were then used to predict a psychometric measure of social distance. Handicapped students were not more socially distant than their normal peers. Factor analysis of the 20 behavioral attributes yielded 4 factors, 3 of which were significant predictors of classroom social distance. These were described as incompetent/unassertive, positive/active/assertive, and passive/unassertive. It is suggested that social rejection in mainstreamed classrooms is more a function of perceived behavioral attributes than the label developmentally handicapped.

954. **Sherrill, C. (1985). Integration of handicapped students: Philosophical roots in pragmatism, idealism, and realism. Adapted Physical Activity Quarterly, 2(4), 264-272.**
Presents an alternative rationale, other than compliance with Public Law 94-142, for implementing the integration of handicapped and nonhandicapped students in physical education. Support for integration is related to L. Kohlberg's (1971, 1984) stages of moral development. Integration is discussed in terms of 3 major philosophical positions--pragmatism, idealism, and realism. Support for integration, although for different reasons, can be found in each philosophy.

955. **Shinohara, M. (1989). Mainstreaming in America as seen from abroad. Equity and Excellence, 24(2), 53-57.**
Problems of mainstreaming and racial integration in American schools are analyzed by a Japanese observer. The individualized educational program ideology is seen often to prevail over the principle of mainstreaming. A "separate but equal" approach contradicts the spirit of the Federal Handicapped Education Act.

956. **Shisler, L., Osguthorpe, R. T., & Eiserman, W. D. (1987). The effects of reverse-role tutoring on the social acceptance of students with behavioral disorders. Behavioral Disorders, 13(1), 35-44.**
Investigated whether participating in reverse-role tutoring would improve nonhandicapped students' attitudes toward behaviorally disordered (BD) peers. 88 students participated in this study: 6 5th- and 8 6th-grade BD tutors, 12 5th-grade and 16 6th-grade regular class tutees, and 46 5th- and 6th-grade aged regular class students comprising 2 control groups. A pre-posttest control group design was utilized. Results indicate that reverse-role tutoring produced significant changes in tutees' attitudes toward their tutors; there was, however, no indication that these attitudes were generalized toward other BD students.

957. **Short, F. X., & Winnick, J. P. (1988). Adolescent physical fitness: A comparative study. Journal of Visual Impairment and Blindness, 82(6), 237-239.**
The study compared the physical fitness of 283 segregated resident, 64 segregated nonresident, and 137 integrated visually impaired subjects aged to 10 to 17 years. Results indicated that educational environment (favoring the segregated environment) was a significant factor on four of the six items in the physical fitness test battery.

958. **Showers, B. (1990). Aiming for superior classroom instruction for all children: A comprehensive staff development model. Remedial and Special Education (RASE), 11(3), 35-39.**
Following a literature review, this article offers a model of staff development including multiple demonstrations of innovations, opportunities for practice in the training setting; and coaching to facilitate transfer and integration. Application of the model in a low-income, low-achievement school and implications for the Regular Education Initiative are discussed.

959. **Shuck, A., Liddell, M., & Bigelow, S. (1987). Classroom modification for mainstreamed hyperactive adolescent students. Techniques, 3(1), 27-35.**
Reviews the literature on means of improving the behavior of hyperactive adolescent students who have been mainstreamed on the basis of Public Law 94-142. Topics addressed in the literature include teacher techniques regarding communication, classroom structure, noise minimization, behavior modification, and modification of cognitive practices. The literature suggests that nonattending, nonwork-oriented behaviors can be reduced and that attending behaviors can be increased. Moreover, mainstreamed students learn more effectively and perform better academically than do nonmainstreamed students.

960. **Silon, E. L., & Harter, S. (1985). Assessment of perceived competence, motivational orientation, and anxiety in segregated and mainstreamed educable mentally retarded children. Journal of Educational Psychology, 77(2), 217-230.**
Examined whether instruments designed to tap the self-system in normal IQ children could be used with retarded pupils. The Perceived Competence Scale for Children and scales assessing intrinsic vs extrinsic orientation in the classroom and school concerns were administered to 90 retarded children mainstreamed for socialization or academic purposes and to 36 retarded children who were taught in self-contained classrooms. All Ss were aged 9-12 yrs. For each measure, the 4- or 5-factor structure found for normal-IQ children was not obtained. However, 2-factor solutions were revealed, leading to the identification of 6 constructs: General Competence, Popularity, Motivation for Hard Work, Autonomous Judgment, Concern About Evaluation, and Concern About Teacher Support. The failure to find differences between mainstreamed and self-contained Ss was related to the social comparison groups used. Mainstreamed Ss compared themselves with other mainstreamed retarded pupils, whereas self-contained Ss used other self-contained pupils as their comparison group. Findings highlight the need to revise instruments for use with the retarded and to obtain social comparison information.

961. **Silver, L. B. (1991). The regular education initiative: A deja vu remembered with sadness and concern. Journal of Learning Disabilities, 24(7), 389-390.**
This article compares the ideals of the regular education initiative to provide services for learning-disabled students within the regular classroom to the ideals and resulting negative effects (e.g., homelessness) of the deinstitutionalization of the mentally ill during the 1960s. Resistance to efforts to decrease or eliminate special education services is encouraged.

962. **Silver, S. (1987). Compliance with PL94-142 mandates: Implications for rural teacher training programs. Research in Rural Education, 4(3), 103-109.**
Study examines implications for rural special education cooperatives of federal law mandating education for handicapped children. Compliance was assessed in 135 cooperatives in Regions 4 and 5. Mandated parental rights, student assessments, and individual plans posed least difficulty. Lack of special education knowledge posed most difficulty. Calls for additional training.

963. **Silvern, L. E., & Katz, P. A. (1986). Gender roles and adjustment in elementary-school children: A multidimensional approach. Sex Roles, 14(3-4), 181-202.**
Examined the relationships between school adjustment and the extent to which self-concepts conformed to stereotypic gender roles in 159 4th-6th graders: 60 mainstream boys, 29 special-class boys, and 70 mainstream girls. Several dimensions of gender roles (e.g., play preferences) were assessed. Adjustment was assessed by teacher ratings of externalizing and internalizing symptoms. Among boys, more stereotypic self-concepts were associated with high levels of externalizing symptoms. Among girls, stereotypy was associated with high levels of internalizing. Results emphasize the practical importance of the relationship between gender-role stereotypy and poor adjustment, since externalizing and internalizing symptoms constitute the most frequent reasons for clinical referral among boys and among girls, respectively. Further findings, however, indicate that conclusions about the unfavorable adjustment correlates of stereotypy should not be extended to the less gender-typical symptoms (i.e., neither to boys' internalizing nor to girls' externalizing symptoms). Implications are discussed with regard to earlier results obtained with adults that suggest mental health advantages associated with higher levels of masculinity.

964. **Simerly, R. G. (1991). Preparing for the 21st century: Ten critical issues for continuing educators. Journal of Continuing Higher Education, 39(2), 2-12.**
Issues are (1) increased organizational ambiguity; (2) continuing education as big business; (3) competition for scarce resources; (4) complex, global, and political problems; (5) competition for nontraditional students; (6) human resource development; (7) mainstreaming of continuing education programs; (8) organizational cultures in the workplace; (9) ethical behavior; and (10) managing diversity.

965. **Simmons, D. C., Fuchs, D., & Fuchs, L. S. (1991). Instructional and curricular requisites of mainstreamed students with learning disabilities. Journal of Learning Disabilities, 24(6), 353-360.**
Discusses the relation between the instruction prescribed by standardized commercial curricula and the reading achievement of mainstreamed students with learning disabilities and other low-performing nonhandicapped students. An instructional template designed to complement commercially published reading lessons is described, and its effects on the reading achievement of mainstreamed students with learning disabilities are examined. The limitations of generic instructional procedures to rectify the deficiencies of mainstream curricular programs for students with greater-than-average instructional needs are reviewed. The complexity of educating instructionally needy learners in mainstream settings and the significance of well-designed instruction are also discussed.

966. **Simon, C. S. (1987). Out of the broom closet and into the classroom: The emerging SLP. Journal of Childhood Communication Disorders, 11(1), 41-66.**
This article discusses how the move toward mainstreaming affects the traditional public school speech language pathologist (SLP) role. The delivery of services by the SLP should emphasize the student's current curricular and social communication needs relative to teacher expectations. Also considered are screening guidelines and premises and goals for classroom-based intervention.

967. **Simon, D. J., Vetter-Zemitzsch, A., & Johnston, J. C. (1985). Systemic/behavioral interventions for behaviorally disordered adolescents. Behavioral Disorders, 10(3), 183-190.**
Describes strategies employed in a behavior disorder program located within a public high school, the On Campus Program, including a behavior point system, system contracts, reframing, enactment, paradoxical strategies, and problem-solving conferences. Participants have demonstrated statistically significant gains in attendance, academic credits, and success in mainstreaming compared to their previous regular school records. Initial post-high-school follow-up data demonstrated more continued education, higher employment, and less legal problems for the 20 graduates than for the 18 dropouts.

968. **Simpson, R. L., & Myles, B. S. (1991). Ancillary staff members' mainstreaming recommendations for students with mild exceptionalities. Psychology in the Schools, 28(1), 28-34.**
Studied mainstreaming modifications judged to be important by ancillary professionals in recommending mainstreaming of students with mild exceptionalities. 90 occupational/physical therapists, school psychologists, speech/language pathologists, social workers, and other ancillary professionals completed a vignette survey. Ss seemed to base their mainstreaming suggestions on behavioral and academic characteristics of students. There were no significant differences in number of selected modifications as a function of diagnostic category. Ss indicated that substantial modifications were needed to facilitate successful mainstreaming. Results are discussed relative to current educational trends.

969. **Simpson, R. L., & Myles, B. S. (1990). The general education collaboration model: A model for successful mainstreaming. Focus on Exceptional Children, 23(4), 1-10.**
The General Education Collaboration Model is designed to support general educators teaching mainstreamed disabled students, through collaboration with special educators. The model is based on flexible departmentalization, program ownership, identification and development of supportive attitudes, student assessment as a measure of program effectiveness, and classroom modifications that support mainstreaming.

970. **Simpson, R. L., & Myles, B. S. (1989). Parents' mainstreaming modification preferences for children with educable mental handicaps, behavior disorders, and learning disabilities. Psychology in the Schools, 26(3), 292-301.**
Examined which educational modifications would persuade parents to accept mainstreaming for their children with educable mental handicaps, behavior disorders, or learning disabilities. Parents of such children completed the Mainstreaming Modification Survey. Results suggest that successful full-time mainstreaming requires parent involvement. Contingent upon recognition and implementation of their recommendations for mainstreaming, most parents supported full-time integration of their mildly handicapped children in regular classrooms. Parents' specific mainstreaming recommendations are discussed.

971. **Singer, J. D., and others. (1986). Characteristics of special education placement: Findings from probability samples in five metropolitan school districts. Journal of Special Education, 20(3), 319-337.**
Analysis of characteristics of classroom placements for special needs elementary school students (N=958) in five urban school districts indicated that approximately two-thirds received some instruction with regular education students. Time spent in regular education varied by the child's primary handicap, the school district, and sometimes socioeconomic status and race.

972. **Singh, T. B. (1989). Education of blind and visually impaired children in India. Journal of Visual Impairment and Blindness, 83(1), 20-26.**
The article presents historical background and prevalence data on the population of visually impaired and blind children of India. The establishment of government sponsored and private programs is discussed. Integrated education, research, and priorities for the future are also addressed.

973. **Sinha, C. (1986). Psychology, education and the ghost of Kaspar Hauser. Disability, Handicap and Society, 1(3), 245-259.**
Argues that the general developmental and educational psychological professions in the UK have changed their goals as the ideology of normalization of all students has surpassed the notion of differentiation of the normal from the deviant. The historical development of the "psy-complex," which includes the theories, institutions, professional groups, and practices that organize and intervene in psychosocial problems, is outlined; and features distinguishing the differentiation from normalization are presented. Effects of the normalization ethos on the school system in the UK are assayed, and the current appropriation of developmental psychology by objectives-based normalization models is criticized as imposing unfounded "developmental" stages on nondevelopmental approaches to curriculum. An alternative approach toward interventionist developmental psychology is recommended.

974. **Sink, C., & Tracy, L. (1988). Educating the head injured: A continuum of programs and services. Cognitive Rehabilitation, 6(1), 34-37.**
Reviews 3 primary service delivery models used in public schools to educate head-injured students. The mainstreaming model attempts to serve these students through existing regular and special programs. The special programs model provides special classes in a highly structured and self-contained environment; the combination model links special classes with appropriate courses in the mainstream environment.

975. **Siperstein, G. N., & Bak, J. J. (1985). Effects of social behavior on children's attitudes toward their mildly and moderately mentally retarded peers. American Journal of Mental Deficiency, 90(3), 319-327.**
Assessed the ability of prosocial behavior attributes to ameliorate the negative attitudes often brought about by negative personal characteristics associated with mild and moderate mental retardation. 191 nonretarded 4th-6th graders viewed a videotape of either a nonretarded, mildly retarded, or moderately retarded target child who was reading. They then were read a story depicting the target as either socially competent, withdrawn, or aggressive. Ss then completed the Adjective Checklist, a friendship activity scale, and a work and play rating scale. Ss

generally responded favorably toward retarded target children who were socially competent, neutrally to withdrawn targets, and negatively to aggressive targets. They were most positive to the nonretarded, socially competent targets and most negative to the nonretarded, aggressive targets. Prosocial behavior attributes had a positive effect on children's attitudes and behavioral intentions toward retarded targets. Implications for social skills training and mainstreaming are discussed.

976. **Siperstein, G. N., & Bak, J. J. (1988). Improving social skills in schools: The role of parents. Exceptional Parent, 18(2), 18-22.**
Parents must work actively with teachers to encourage social integration of disabled children in mainstream classrooms. The ability to initiate and maintain positive peer relationships is necessary for healthy cognitive and social growth in all children, and it helps the disabled to overcome destructive cycles of rejection and isolation.

977. **Siperstein, G. N., and others. (1988). Relationship between children's attitudes toward and their social acceptance of mentally retarded peers. American Journal of Mental Retardation, 93(1), 24-27.**
Forty-six intermediate grade students expressed their attitudes toward an unknown mentally retarded student presented in a videotape, and indicated their social acceptance, rejection, or neglect of a mentally retarded peer in their classroom. Children's attitudes toward the videotaped child were related to their sociometric choices of the retarded classmate.

978. **Sirvis, B. (1988). Students with special health care needs. Teaching Exceptional Children, 20(4), 40-44.**
An overview is provided of the nature of students who have unique educational needs confounded by their extreme medical needs. The article defines "medically fragile" discusses medically fragile students' educational options in the form of placement in the hospital, home, special class, or regular class, and describes the teacher's role.

979. **Skrtic, T. M. (1991). The special education paradox: Equity as the way to excellence. Harvard Educational Review, 61(2), 148-206.**
Critiques special education as a professional and institutional practice and public education as social practice. Compares the Education for All Handicapped Children Act and the Regular Education Initiative. Argues that school organization and specialized professional culture are not conducive to educational excellence and equity and proposes "adhocracy," which stresses collaboration and problem solving.

980. **Slate, J. R., & Saudergas, R. A. (1987). Classroom behaviors of LD, seriously emotionally disturbed, and average children: A sequential analysis. Learning Disability Quarterly, 10(2), 125-134.**
A lag sequential analysis method was used to analyze observational data of regular classroom behaviors of learning disabled, seriously emotionally disturbed, and average elementary grade children. Teachers behaved differentially toward the handicapped children, interacting with them primarily when they were not on task.

981. **Slate, J. R., & Saudargas, R. A. (1986). Differences in the classroom behaviors of behaviorally disordered and regular class children. Behavioral Disorders, 12(1), 45-53.**
Analysis of regular classroom behaviors of 13 behaviorally disordered males (grades three to five) and 13 controls revealed that 10 behaviors (e.g., social interaction/teacher, directions, out-of-seat) accounted for 81 percent of variance in group membership. Child behaviors as well as child and teacher behaviors combined produced significant results in separate discriminate analyses.

982. **Slate, J. R., & Saudargas, R. A. (1986). Differences in learning disabled and average students' classroom behaviors. Learning Disability Quarterly, 9(1), 61-67.**
Observed the regular classroom behaviors of 14 learning disabled (LD) and 14 average 3rd-5th grade males for approximately 80 min each. Multiple-regression and discriminant-analysis procedures were used to ascertain behaviors that best discriminated among the 2 groups. A multiple regression revealed 10 behaviors that accounted for 71% of the variance between Ss. These behaviors included teacher approach, other child approach, social interaction, object aggression, call-out responses, out of seat events, and looking around. Separate discriminant analyses were run on child behaviors, teacher behaviors, and child and teacher behaviors combined. Only the teacher behaviors and the combination of child and teacher behaviors produced significant results. No child behaviors were found to discriminate between the 2 groups. The fact that teachers interacted differentially with LD Ss and their average peers suggest that educational programming was distinctly different for LD Ss and indicates a need to view LD children's behavior in the context of their learning environment.

983. **Slavin, R. E. (1989). Comprehensive cooperative learning models for heterogeneous classrooms. Pointer, 33(2), 12-19.**
This paper describes comprehensive cooperative learning approaches for elementary-school reading, writing, and mathematics. Team-Assisted Individualization (TAI) and Cooperative Integrated Reading and Composition (CIRC) are used to implement principles of cooperative learning throughout schools, among teachers and administrators as well as students, with a strong emphasis on mainstreaming.

984. **Slavin, R. E. (1990). General education under the regular education initiative: How must it be? Remedial and Special Education (RASE), 11(3), 40-50.**
This article discusses changes in classroom instruction necessary to fully realize the Regular Education Initiative. A combination of preventive, continuous, and supplementary programs is suggested and illustrated in Success for All, a program designed to bring all students to grade level in basic skills by the third grade without pull-outs.

985. **Slavin, R. E. (1987). Grouping for instruction in the elementary school. Educational Psychologist, 22(2), 109-127.**
Focuses on 2 major categories (between class and within class) found in research on the achievement effect of grouping. Among between-class ability grouping plans, research supports the achievement effects of the Joplin Plan (described by C. Floyd, 1954) and related programs in which students are regrouped across grade lines for reading and/or mathematics only. In contrast, research on ability-

grouped class assignment, where students are assigned to self-contained classes by ability, consistently fails to support this practice. Research on special programs for the gifted and for students with mild academic handicaps tends to support acceleration and mainstreaming, respectively. Use of cooperative, heterogeneous learning groups also has consistently positive achievement effects if the groups are rewarded based on learning of all group members.

986. **Slavin, R. E. (1990). On success for all: Defining "success", defining "all". Remedial and Special Education (RASE), 11(4), 60-61.**
"Success for All" is described as a program in which instructional services are relentlessly applied until all children with disabilities succeed. The program's goal is to prevent learning deficits from developing in the first place and to intervene early and intensively when they do occur. Costs of the program are briefly discussed.

987. **Slavin, R. E. (1989). Research on cooperative learning: An international perspective. Scandinavian Journal of Educational Research, 33(4), 231-243.**
Research is reviewed concerning the cooperative learning methods most widely researched in studies comparing cooperative and traditional methods. Several cooperative learning methods are described. Outcomes reviewed include academic achievement, intergroup relations, mainstreaming, and self-esteem.

988. **Slavin, R. E., and others. (1988). Accommodating student diversity in reading and writing instruction: A cooperative learning approach. Remedial and Special Education (RASE), 9(1), 60-66.**
"Cooperative Integrated Reading and Composition" is a program that successfully teaches reading, writing, and language arts in heterogenous intermediate classes containing mainstreamed special education and remedial reading students, by combining mixed-ability cooperative learning teams and same-ability reading groups.

989. **Sleeter, C. E. (1985). A need for research on preservice teacher education for mainstreaming and multicultural education. Journal of Educational Equity and Leadership, 5(3), 205-215.**
Reviews published assessments of the effects of preservice training for mainstreaming or multicultural education. Compares studies to determine: (1) what was meant by mainstreaming or multicultural education in various programs; (2) what outcomes were used to assess program effectiveness; and (3) what was found about the effectiveness of the kinds of programs studied.

990. **Smith, C. J., & Richmond, R. C. (1988). Support for special needs: Changing roles in an advisory service. Educational Review, 40(1), 69-88.**
The study illustrates how one group of teachers is adapting to a new role moving from a traditional remedial approach for special needs students based on withdrawal teaching toward a system providing more support for teachers in ordinary classes through advice and consultancy. The author explores how these teachers define their role.

991. **Smith, D. (1988). Two nations exchange information on mainstreaming. Perspectives for Teachers of the Hearing Impaired, 7(2), 16-19.**
The article compares approaches to mainstreaming of students with hearing impairments in Spain and the United States. Discussed are mainstreaming as a matter of law, the importance of deaf role models, school placement in the U.S., integration practices in Spain, and the prevalence of oralism in Spain.

992. **Smith, D. J., and others. (1988). Reducing the disruptive behavior of junior high school students: A classroom self-management procedure. Behavioral Disorders, 13(4), 231-239.**
Four junior high aged students (three behaviorally disordered and one learning disabled) received self-management training, without the external control of a token program. The self-evaluation procedures reduced students' off-task and disruptive behaviors in the resource room, but there was little or no spontaneous generalization to the students' regular education classes.

993. **Smith, G., & Bos, C. S. (1987). Facilitating mainstreaming through a school-wide study skills program and semantic feature analysis: An interactive teaching strategy for facilitating learning from text. Learning Disabilities Focus, 3(1), 53-59.**
Two articles look at effective practices with the learning disabled. The first, "Facilitating Mainstreaming through a School-Wide Study Skills Program" (Gayle Smith), stresses one skill each month. "Semantic Feature Analysis: An Interactive Teaching Strategy for Facilitating Learning from Text" (Candace Bos and Patricia Anders) offers a method for improving content area reading comprehension.

994. **Smith, G., & Goldthorpe, R. (1988). Returning to the mainstream. British Journal of Special Education, 15(4), 143-145.**
A teacher in a school for students with moderate learning difficulties and a secondary school teacher exchanged teaching responsibilities, to identify potential problems for students and teachers when mainstreaming is carried out. Discussed are the impact of class size, teaching styles, knowledge-centered learning, scope of curriculum, scheduling, etc.

995. **Smith, G., & Smith, D. (1985). A mainstreaming program that really works. Journal of Learning Disabilities, 18(6), 369-372.**
Discusses the Parallel Alternate Curriculum (PAC) Program, a teacher training program in which teachers learn to use classroom methods to ensure academic success for mainstreamed, low-achieving students. The authors explain why PAC methods work for teachers, what made the PAC Program work in terms of staff development, support systems needed, critical administrative areas, program models, and models to avoid. The success of the PAC Program is illustrated with examples.

996. **Smith, G., & Smith, D. (1989). Schoolwide study skills program: The key to mainstreaming. Teaching Exceptional Children, 21(3), 20-23.**
A school-wide program was developed to teach study skills (involving cognitive strategies and school survival skills) to mainstreamed secondary-level students with learning disabilities. The program involved training teachers, synchronizing

teaching schedules, and observing teachers. Students learned study strategies that transferred to content areas; they also acquired content information more efficiently.

997. **Smith, S. B., & Rittenhouse, R. K. (1990). Real-time graphic display: Technology for mainstreaming. Perspectives in Education and Deafness, 9(2), 2-5.**
Four hearing-impaired students were mainstreamed into an English class of normally hearing students. Classroom communication progressed from sign interpreting, to sign interpreting along with a real-time graphic display (RTGD) of words spoken by teacher or students, to RTGD alone. Student reactions to the mainstreaming experience and to the interpreter and RTGD services are documented.

998. **Smoot, S. L. (1985). Exercise programs for mainstreamed handicapped students. Teaching Exceptional Children, 17(4), 262-266.**
Physical education teachers can establish successful therapeutic exercise programs for mainstreamed handicapped students by involving peer helpers in a carefully designed program.

999. **Soderhan, A. K., & Whiren, A. P. (1985). Mainstreaming the young hearing-impaired child: An intensive study. Journal of Rehabilitation of the Deaf, 18(3), 7-14.**
Identified characteristics in both the typical and hearing-impaired (HI) preprimary settings that may promote or hinder positive peer interaction to determine whether implementation of staff inservice between settings is effective in increasing positive interaction. A 4-yr-old male who was diagnosed as having a genetically induced (Treacher-Collings syndrome) moderate-to-severe-hearing loss served as the S for the study. The S attended half-day preprimary classes at a school with a program for the HI and half-day classes at an early childhood center. Employing an intensive time-series design, event sampling during 84 half-hour observations within the 2 preprimary settings was conducted. An important outcome was increased awareness by adult caregivers that a goal of positive social interaction between handicapped and nonhandicapped peers during mainstreaming cannot be reached naturally; peer socialization can be increased by purposefully constructing the environment to encourage peer interaction and by decreasing overly intensive adult-child interaction when it interferes with children depending on one another for appropriate needs.

1000. **Sokol, G. R. (1989). The impact educational facilities have on the integration of handicapped students. Educational Facility Planner, 27(4), 9-11.**
Examines the design of the classroom, its location within the regular school building, and the furnishings within the special education classroom, to determine their effects on improving the integration of the handicapped population.

1001. **Sokoloff, M. (1985). Linking the new technologies with special education. Media and Methods, 21(7), 12-16.**
Describes the most recent innovations and advancements in computer peripheral devices and enhancements, computer software, captioning and other electronic devices, and computer languages designed to aid communication and learning in

physically disabled, learning disabled, visually impaired, and hearing impaired students.

1002. **Solit, G. (1990). Deaf and hearing children together: A cooperative approach to child care. Perspectives in Education and Deafness, 8(3), 2-6.**
For the past four years the Gallaudet University Child Development Center (which provides day care services for normal-hearing preschool children of university students and employees) and the Kendall Demonstration Elementary School (which serves hearing-impaired children from infancy through middle school) have cooperated in developing an integrated preschool experience.

1003. **Spalding, B., & Florek, A. (1988). One school's approach to integration: Developing a community philosophy and utilising an "in house" educational psychologist. Support for Learning, 3(1), 27-34.**
Describes the approach of one comprehensive school to integrate young people with various difficulties completely into the mainstream body of the school and to facilitate access to the curriculum shared by all. 18 children in the school were formally assessed under the provision of the 1981 Act. Their difficulties ranged from physical disability, gross and fine motor impairments, to emotional and behavioral problems. Use of tutorial support is seen as an important factor in motivation and enhancement of self-esteem and dignity. The school's educational psychologist plays a major management role by assuming part-time responsibility as coordinator of special needs. Discussion includes the curriculum, responsibilities of the special needs coordinator, staffing, liaison with primary schools, and advantages of the system.

1004. **Spear, B. S., & Kretschmer, R. E. (1987). The use of criteria in decision making regarding the placement of hearing impaired children. Special Services in the Schools, 4(1-2), 107-122.**
In simulated cases, the placement decisions of professionals serving hearing-impaired students were compared to the decisions of members of New York's Committees on the Handicapped, both as committees and as subgroups of administrators, psychologists, special education teachers, or parents. Results showed that the groups placed relatively different importance on specific variables.

1005. **Spiegel-McGill, P., and others. (1989). Microcomputers as social facilitators in integrated preschools. Journal of Early Intervention, 13(3), 249-260.**
The study compared the effects of different play conditions (microcomputer, remote-control robot, or no toys) on the amount of time four dyads of handicapped/nonhandicapped children would interact during structured play. Results suggested that microcomputers may serve as social facilitators for children with significant social and language deficits.

1006. **Splitt, D. A. (1986). School law. Executive Educator, 8(2), 14, 42.**
The U.S. Court of Appeals ruled that District of Columbia schools had not followed procedural requirements for the Education for All Handicapped Children Act. The Texas Supreme Court upheld the "no pass-no play" rule that requires students participating in extracurricular activities to meet academic criteria.

1007. **Spungin, S. J. (1989). Trends and issues in international education programs for visually handicapped children. Journal of Visual Impairment and Blindness, 83(1), 41-43.**
The article summarizes some trends and issues in international education of the visually handicapped including more integrated education, increased advocacy, the need for prevention and early intervention programs, better data and definitions, and more research that is pertinent to practitioners. Problems such as students' lack of Braille facility are noted.

1008. **Stainback, G. H., and others. (1988). Superintendents' attitudes toward integration. Education and Training in Mental Retardation, 23(2), 92-96.**
Surveyed the attitudes of 122 superintendents of schools toward educating students classified as severely and profoundly handicapped in regular neighborhood schools and regular education. Results indicate that positive attitudes toward integration existed among a sizable number (50.5%) of superintendents. However, there were some (15.5%) who held negative attitudes about integration, while many (34%) were uncertain about their attitudes.

1009. **Stainback, S. B., and others. (1989). Support facilitation: An emerging role for special educators. Teacher Education and Special Education, 12(4), 148-153.**
The article examines the roles of special educators in providing a variety of support services in mainstream settings including as support facilitator, specialist, professional peer collaborator, as part of a mainstream/teacher assistance team, and in cooperative teaching.

1010. **Stainback, S., & Stainback, W. (1987). Facilitating merger through personnel preparation. Teacher Education and Special Education, 10(4), 185-190.**
The article presents a rationale for merging special and regular education in elementary/secondary schools. Steps that higher education could initiate to facilitate such a merger include: strengthening collaborative and cooperative efforts, restructuring organizational units, reorganizing program offerings and content, and coordinating with state certification agencies and elementary/secondary schools.

1011. **Stainback, S., & Stainback, W. (1987). Integration versus cooperation: A shared responsibility. Exceptional Children, 54(1), 66-68.**
The authors warn against placing too heavy a burden of responsibility on building-level administrators for service delivery approaches tailored to the individual needs of all students. Given the goal of meeting individual needs through combining regular and special education resources, there is no reason for maintaining a dual system.

1012. **Stainback, W., Stainback, S., Courtnage, L., & Jaben, T. (1985). Facilitating mainstreaming by modifying the mainstream. Exceptional Children, 52(2), 144-152.**
Examines some of the underlying problems in the current organizational structure of schools that hinder regular classroom teachers' ability to facilitate mainstreaming by adapting their instruction to meet diverse student needs. A

framework for finding a solution to these problems is presented. The objectives inherent in the mainstreaming movement may never be realized until special and regular educators become willing to pool their expertise and resources to develop a strong, flexible structure that accommodates for individual differences.

1013. **Stainback, W., & Stainback, S. (1986). One system, one purpose: The integration of special and regular education. Entourage, 1(3), 12-16.**
Discusses practical advantages of merging currently separated systems of "special" and "regular" education. A unified system would assure that (1) each student would be approached as an individual; (2) all school personnel would be brought together in a cohesive, integrated system; (3) duplication of services and resources would be terminated; (4) personnel preparation, certification, and assignment could be organized according to areas of instructional expertise; and (5) advocacy funding for educational services would be normalized and made more relevant to student needs.

1014. **Stefl, M. E., & Rubin, M. (1985). Tourette Syndrome in the classroom: Special problems, special needs. Journal of School Health, 55(2), 72-75.**
A survey of affiliates of the Tourette Syndrome Association of Ohio was conducted to document the special problems and needs of the Tourette Syndrome student. Findings indicate that students reported problems similar to adults and that many students were in need of specialized educational services. Suggestions for dealing more effectively with this student in the classroom are offered.

1015. **Stein, M. K., & Wang, M. C. (1988). Teacher development and school improvement: The process of teacher change. Teaching and Teacher Education, 4(2), 171-187.**
Investigated the relationship between teacher success in implementing innovative programs, teacher perceptions of self-efficacy, and the teacher-perceived value of the programs. Using behavioral observations, interviews, and questionnaires, the performance, self-perceptions, and attitudes of 14 teachers were measured at time points during the initial year of implementation of an innovative adaptive mainstreaming program. Results show significant increases in both teachers' levels of success and their perceptions of self-efficacy. Moreover, the timing of the most significant improvements suggested a natural sequence of development leading from improvement in teacher implementation of an innovation to subsequent increases in their perceptions of self-efficacy.

1016. **Steinberg, Z., & Knitzer, J. (1990). How to look and what to ask: Improving the classroom life of children with behavorial and emotional disorders. Preventing School Failure, 34(3), 4-10.**
This study examined classroom life of children with behavorial/emotional disorders in self-contained classrooms. Site visits were made to 26 programs, and 200 parents responded to questionnaires. Despite visible mainstreaming efforts, results indicated gaps in quality of classroom life, amount of attention on students' mental health needs, and services to families.

1017. **Stephenson, S. (1990). Promoting interaction among children with special educational needs in an integrated nursery. British Journal of Special Education, 17(2), 61-65.**
An observational study in a British nursery school examined effects of direct and indirect strategies in increasing interactions of four developmentally delayed young children with their peers.

1018. **Stewart, C. C. (1988). Fitness for the disabled university student: Extending the mainstream. Physical Educator, 45(3), 139-146.**
Findings are reported from a survey of 33 disabled university students which sought to identify perceptions of these students about their fitness levels. Implications of these findings for implementation of curriculum modifications, mainstreaming, and practicum experiences for preservice physical educators are discussed.

1019. **Stewart, D. A., and others. (1988). A model professional development school: Merging special education and general education in the work place. B.C. Journal of Special Education, 12(3), 215-226.**
A conceptual model of an elementary school based on proposed educational reforms is described. A feature of the model is that it merges general and special education so that all general education teachers will be prepared to instruct an intellectually and culturally heterogeneous population.

1020. **Stewart, I. W., Van Hasselt, V. B., Simon, J., & Thompson, W. B. (1985). The Community Adjustment Program (CAP) for visually impaired adolescents. Journal of Visual Impairment and Blindness, 79(2), 49-54.**
Describes CAP, a collaborative effort between a residential school and a public school intermediate unit to instruct visually impaired mainstreamed adolescents in adaptive living and social skills. CAP was carried out in the summer over a 5-wk period. Curricula for this program were designed to supplement the limited daily living instruction available in the public school system. Responses of students, parents, and teachers indicated that CAP was a positive experience for all participants. Evaluation data and recommendations were provided to parents and teachers to maximize maintenance of children's newly acquired skills.

1021. **Stipek, D. J., & Sanborn, M. E. (1985). Teachers' task-related interactions with handicapped and nonhandicapped preschool children. Merrill Palmer Quarterly, 31(3), 285-300.**
Observed teacher-child interactions with mainstreamed handicapped children (11 boys and 3 girls), children (10 boys and 3 girls) designated by the teacher as at high risk for academic problems, and nonhandicapped children (69 boys and 75 girls) during free-choice periods in 2 preschools. Ss were aged 31-97 mo. Results show that teachers offered unrequested assistance and praise to the handicapped and high-risk Ss more than to the nonhandicapped Ss, and they expressed some kind of disapproval to the high-risk Ss more than to the other groups. The high level of teacher-initiated interactions with the special Ss could not be explained by the Ss' bids for attention, which were no more frequent than were bids from nonhandicapped Ss. Gender differences were less prominent than status differences. However, boys were more likely to be observed misbehaving than were girls, and they were more likely to receive unrequested assistance and disapproval from teachers.

1022. **Stobart, G. (1986). Is integrating the handicapped psychologically defensible? Bulletin of the British Psychological Society, 39, 1-3.**
Raises the question of whether integrating special needs children into ordinary schools can be justified psychologically. Models for mainstreaming based on contact hypotheses and social learning theory, and the problem of labeling are discussed. Specific modifications of the classroom situation are recommended so as to insure the success of the mainstreaming process.

1023. **Stobart, G., & Daly, B. (1985). Mainstreaming and integration: The American lesson. Educational Psychology in Practice, 1(2), 45-51.**
Anticipates the effects of the British 1981 Education Act by summarizing the major provisions of equivalent American legislation (Public Law 94-142), drawing out the parallels and differences. The present authors discuss the following areas of practical importance for those involved with children requiring special education: social adjustment, preparing the mainstream to receive handicapped, academic effectiveness of mainstreaming, lessons from the mainstreaming experience, and parental rights.

1024. **Stone, B., & Brown, R. (1987). Preparing teachers for mainstreaming: Some critical variables for effective preservice programs. Educational Research Quarterly, 11(2), 1986-1987.**
Investigated effects of a mainstreaming course on attitudes toward mainstreaming and sense of teaching efficacy of teacher candidates. A survey of teachers' opinions relative to mainstreaming and a teacher efficacy scale were administered pre- and postcourse to 2 groups of preservice teachers (N=94), one group enrolled in a mainstreaming course and another in a general education course. Results indicate that the mainstreaming class had more positive perceptions of classroom management skills and ability to develop the academic abilities of special needs children. Correlations between teaching efficacy and the attitude scale indicated that Ss who scored higher on positive attitudes regarding mainstreamed students also scored higher on the level of belief in ability to effect change.

1025. **Stone, W. L., & LaGreca, A. M. (1990). The social status of children with learning disabilities: A reexamination. Journal of Learning Disabilities, 23(1), 32-37.**
Using current sociometric procedure in regular intermediate grade classes, the study found that mainstreamed learning-disabled children (N=57) were disproportionately represented in the rejected and neglected sociometric groups and underrepresented in the popular and average groups.

1026. **Strain, P. S. (1990). LRE for preschool children with handicaps: What we know, what we should be doing. Journal of Early Intervention, 14(4), 291-296.**
This speech calls for an end to prolonged debate about integration of preschool children in early intervention programs, discusses what is known from research on integration, describes quality indicators of early intervention programs, and makes suggestions for institutionalizing quality early intervention services.

1027. **Strain, P. S. (1985). A response to "Preschool handicapped in Italy: A research based developmental model". Journal of the Division for Early Childhood, 9(3), 269-271.**
The author reports his impressions of early childhood special education in Italy from the review by Cecahini and McCleary, and notes the integration at all levels of schooling as the most distinctive feature of the Italian education system.

1028. **Strauss, P., & Nelson, E. (1986). The sky's the limit. Perspectives for Teachers of the Hearing Impaired, 4(3), 16-18.**
A mainstreamed high school program with limited enrollment of hearing impaired students offers expanded opportunities through efforts to find appropriate role models, expose students to career information, bridge the communication gap, prepare regular teachers, find qualified interpreters, and promote after-school activities.

1029. **Strong, M., Charlson, E. S., & Gold, R. (1987). Integration and segregation in mainstreaming programs for children and adolescents with hearing impairments. Exceptional Child, 34(3), 181-195.**
Investigated 26 mainstreaming programs for students with hearing impairments from prekindergarten through high school. Students were mainstreamed according to a number of criteria reported in the literature, such as academic performance, hearing loss, and interpersonal skills, but also were affected by the willingness of regular education teachers to accept them into their classrooms. Academic mainstreaming was infrequent, and classroom observations showed that children with hearing impairments often appeared to be not well integrated into classroom activities. Programs varied considerably on all variables examined, including such support services as sign language interpreting.

1030. **Strully, J., & Strully, C. (1985). Friendship and our children. Journal of the Association for Persons with Severe Handicaps, 10(4), 224-227.**
Presents an essay about the friendship between 2 children (aged 13 yrs), one of whom has special developmental needs, who attend intermediate school together. The point is made that no matter what a school program has to offer, it should not prevent children from sharing daily experiences and becoming friends by segregating them according to developmental needs.

1031. **Suarez, T. M., and others. (1988). Innovation in services for young children with handicaps and their families: An analysis of the handicapped children's early education program projects funded from 1982-1986. Journal of the Division for Early Childhood, 12(3), 224-237.**
The study identified areas of innovative practices in 131 recently funded projects under the Handicapped Children's Early Education Program. Innovations emerged in curricula, mainstreaming, transition services, use of technology, interagency coordination, type of service provider, and technical assistance. Most interventions had a family focus.

1032. **Sullivan, A., Bauso, J. A., Wood, J. W., Miederhoff, J. W., Jeremehiah, M. A., & Mountain, L. (1988). Open to Suggestion. Journal of Reading, 31(8), 750-755.**
Presents (1) a dialogue approach to spelling for remedial students, (2) a list of

activities that can encourage students to be active readers of poetry, (3) guidelines for modifying tests for mainstreamed students, (4) a method of encouraging efficient notetaking which utilizes active class involvement, and (5) the addresses of several organizations of interest to book lovers.

1033. **Sumarah, J. (1988). L'Arche from a participant observer's perspective: The creation of universal community. International Journal of Special Education, 3(2), 185-196.**
A participant observer describes activities taking place at a L'Arche community, where persons with mental handicaps live and work together with nonhandicapped members of society. Findings are reported concerning work, social life, meetings, and other events, emphasizing the sense of community created through welcoming people and sharing activities and celebrations.

1034. **Sutherland, M. J., & Smith, C. D. (1991). Assessing literacy problems in mainstream schooling: A critique of three literacy screening tests. Educational Review, 43(1), 39-48.**
Examined 3 established dyslexia screening tests, focusing on their comparability, subgrouping, and ease of use for mainstream classroom teachers. 20 1st-yr secondary students (mean age 11.5 yrs) were evaluated on the Boder Test of Reading-Spelling Patterns (BTRS), the Aston Index (AI), and the Bangor Dyslexia Test (BDT). Diagnosis across tests was consistent for only 6 Ss. Considerable agreement was found between the BTRS and AI in their identification of auditory dyslexics. Modifications are suggested for the BTRS for 1 subtest and for reading age norms. A number of subtests on the AI had ceiling effects and overall the results were difficult to interpret. In the classroom, the AI was also time-consuming. The BDT was too general to benefit classroom teachers.

1035. **Swadener, E. B. (1988). Implementation of education that is multicultural in early childhood settings: A case study of two day-care programs. Urban Review, 20(1), 8-27.**
Conducted an ethnographic case study of 2 mainstreamed, multicultural day-care centers. Center A had 43 children including a child with Down's syndrome and another with language and social delays. Center B had 14 children, 40% of whom had developmental disability or delay. All Ss were aged 3.9-5.5 yrs. Responses to formal and informal curricula dealing with aspects of human diversity (e.g., race, ethnicity, gender, exceptionality) were analyzed, as were interaction patterns. Findings show that, although both programs emphasized acceptance of individual differences, few planned activities dealt with race or cultural diversity. Programs were seen as more consistent with a human relations approach, not fully implementing multicultural education. The use of nonsexist language and nonbiased materials and teachers' attempts to prevent gender stereotyping were found to have positive, though limited, effects.

1036. **Swan, G. J. (1988). Educational provision for mildly intellectually disabled children in Queensland: Development and decline. Exceptional Child, 35(2), 71-84.**
From the 1920s to the early 1970s children now designated as mildly intellectually disabled were the recipients of the greater part of the special education budget and the energies of the special education staff in Queensland, Australia. These students were the largest category of children with special needs

catered for by the department of education's special education section. The thrust toward separate provision for this group came from within the department itself and was supported by visiting experts, with no apparent need for parent advocacy. The integration (mainstreaming) debate and expansion of services to more severely intellectually disabled children appear to have directed the mildly disabled group back into the educational mainstream, raising the question of whether the expertise and support developed over the years within special education have accompanied them.

1037. **Swank, P. R., and others. (1989). Outcomes of grouping students in mainstreamed middle school classroom. NASSP Bulletin, 73(516), 62-66.**
Although this study's results favored heterogeneous over homogeneous ability grouping in mainstreamed, middle school classrooms, each arrangement produced desirable and less desirable outcomes. Instructional success can probably be realized by using either approach, so long as off-task and other liabilities can be effectively counteracted. Includes two tables and eight references.

1038. **Swank, P. R., Taylor, R. D., Brady, M. P., & Freiberg, H. J. (1989). Sensitivity of classroom observation systems: Measuring teacher effectiveness. Journal of Experimental Education, 57(2), 171-186.**
Examined correspondence between macro and micro measures of teacher effectiveness, using (a) multivariate analysis of variance (MANOVA) of extreme groups and (b) whole-sample cluster analysis procedures. Data were collected from 43 teachers of Grades 6, 7, and 8 having at least one mainstreamed student in the classroom. The MANOVA indicated limited correspondence between macro and micro measures; cluster analysis failed to show any significant correspondence between macro and micro measures. Results suggest that macro measures tended to separate more effective teachers from all others, whereas micro measures were more useful for separating less effective teachers from all others.

1039. **Swann, W. (1985). Is the integration of children with special needs happening?: An analysis of recent statistics of pupils in special schools. Oxford Review of Education, 11(1), 3-18.**
Overall, there is no trend toward the integration of pupils with special needs into ordinary schools in England. However, different results emerge for different categories of handicap. For example, there is evidence of integration for children with sensory handicaps, but children with learning difficulties and those termed maladjusted are being segregated.

1040. **Swann, W. (1988). Trends in special school placement to 1986: Measuring, assessing and explaining segregation. Oxford Review of Education, 14(2), 139-161.**
Considering the consequences of the 1981 Education Act for the integration of children with special needs, Swann examines national trends in special school placement. Introduces new methods to measure segregation, identifying sources from which special school pupils come. Finds only slight evidence of a trend toward integration since the Act's implementation. Discusses other factors influencing the pattern of segregation.

1041. **Sykes, S. (1989). Integration in Victorian schools: A review of policy and progress (1984-1989). International Journal of Disability, Development and Education, 36(2), 85-106.**
This article discusses progress in the integration of the Victoria, Australia, school system following a 1984 ministerial review. Fundamental principles behind the effort such as school-based services and noncategorization of disabilities are reviewed along with resultant policies, structures, and services. Barriers to mainstreaming are identified and strategies to overcome them offered.

1042. **Tait, P. E. (1987). Update on general education certification requirements concerning exceptional students. Education of the Visually Handicapped, 19(1), 27-30.**
A survey of 50 state special education agencies examined the preparation that regular classroom teachers received to work with exceptional students. The survey found that 33 states had certification requirements requiring some exposure to the needs of exceptional students, 16 states had no requirements, and one state anticipated having a requirement.

1043. **Tama, M. C., & Martinez, D. H. (1988). TELSQA and the mainstreamed LD social studies student. Social Studies, 79(6), 274-277.**
Examines research about learning disabled (LD) students and presents an LD learning-style profile. Describes a learning activity, TELSQA, that social studies teachers can use to encourage reading comprehension. TELSQA asks students to identify title (T), examine material (E), look for important words (L), self-question (SQ), and answer comprehension questions (A).

1044. **Tari, A., and others. (1989). Factors to be considered in integrated programs for young children: A review. Early Child Development and Care, 53, 37-46.**
Outlines elements to be considered when special needs children are integrated into a regular preschool, day care, or elementary program. A research review focuses on attitudes and behaviors of teachers and opinions and concerns of parents. The roles of teacher and parents must be considered if integration is to be successful.

1045. **Taylor, A. R., Asher, S. R., & Williams, G. A. (1987). The social adaptation of mainstreamed mildly retarded children. Child Development, 58(5), 1321-1334.**
Compared 34 mainstreamed mildly retarded 3rd-6th graders with 34 aged-matched nonretarded children. Self-perception questionnaires were administered, and behavioral assessment measures were completed by teachers. Sociometric and peer assessment measures were also obtained. Results indicate that retarded Ss were generally rejected by their peers and reported significantly more dissatisfaction and anxiety about their peer relations than controls. Retarded Ss were perceived as more shy and avoidant, less cooperative, and less likely to exhibit leadership skills. Two subtypes of rejected retarded Ss were revealed: an internalizing group perceived as displaying high levels of avoidant behavior and an externalizing group perceived as high in aggressive behavior. The internalizing group reported higher social anxiety.

1046. **Taylor, J. M., & Finch, C. R. (1986). Analysis of handicapped vocational student misbehaviors in the classroom and laboratory. Journal of Vocational and Technical Education, 2(2), 14-22.**
This study focused on identifying and classifying misbehaviors of mainstreamed students in vocational classrooms and laboratories. It also identified control techniques used by vocational teachers to resolve problems created by these misbehaviors.

1047. **Taylor, S. J. (1988). Caught in the continuum: A critical analysis of the principle of the least restrictive environment. Journal of the Association for Persons with Severe Handicaps, 13(1), 41-53.**
This critical analysis of least restrictive environment (LRE) for the developmentally disabled reviews the origins and operationalization of LRE in terms of a continuum of residential, educational, and vocational services. Pitfalls in LRE, especially for severely disabled persons, are enumerated and commitment to the contrasting principle of community integration advocated.

1048. **Teel, S. K. (1990). How well does mainstreaming work? Music Educators Journal, 76(8), 49-52.**
Addresses the issue of mainstreaming through numerous music educators' personal experiences with physically challenged students in the classroom. Focuses on strategies for success, teaching methods, support systems, and an awareness of individual needs. Includes discussion on secondary music programs and the legal aspects of mainstreaming.

1049. **Teller, H. E., & Lindsey, J. D. (1987). Selected parent and program attributes and hearing impaired children's mainstream education experiences. ACEHI Journal, 12(3), 171-177.**
Examination of parent factors (joint attitudes toward their children and their children's exceptionality, maternal attitudes, parental interest in educational activities, parent participation in educational activities, and income level) indicated that hearing-impaired children with mothers exhibiting positive and expectant attitudes toward them are more likely to have a successful mainstreaming experience.

1050. **Templeman, T. P., Fredericks, H. B., & Udell, T. (1989). Integration of children with moderate and severe handicaps into a daycare center. Journal of Early Intervention, 13(4), 315-328.**
Describes integration efforts in a conventional daycare center in which the staff were well trained to incorporate children with moderate and severe disabilities. The philosophy of the program and details of delivery of early intervention services within the context of a regular daycare environment are explored. Data from 6 handicapped experimental Ss and 10 handicapped controls demonstrate the benefits of integrated daycare for this population.

1051. **Thomas, D. (1985). The determinants of teachers' attitudes to integrating the intellectually handicapped. British Journal of Educational Psychology, 55(3), 251-263.**
Attempted to identify factors that predict teachers' attitudes to integrating the intellectually handicapped by examining factors on the basis of a review of the relevant research literature, a consideration of psychological and sociological theories of attitude formation, and interviews with teachers and educational

psychologists. Teachers' attitudes to integration were assessed by a Q-sort, the content of which was derived from a review of the integration literature and discussions with teachers. The sample consisted of 550 primary and secondary teachers, special class and special school teachers, withdrawal teachers, special education advisers, and school principals in Devon, England, and Tuscon, Arizona. The identification of interaction among the independent variables was the main feature of the data analysis. The attitude of the contact special educator, conservatism as a dimension of personality, type of teaching, the tradition of special educational organization in the area, and the teacher's perception of his/her competence in selecting appropriate methods were shown to be significant factors in teachers' support for or opposition to integration.

1052. **Thomas, D. (1987). Integration: What do we mean? Australasian Journal of Special Education, 11(1), 10-14.**
The article briefly examines public policy and practices concerning mainstreaming in the United States, Great Britain, and Australia. Ambiguity in definitions of integration are noted, and proposed definitions are offered which distinguish between full, predominant, partial, and minimal integration.

1053. **Thomas, D. (1988). A model of the determinants of teachers' attitudes to integrating the intellectually handicapped. Australasian Journal of Special Education, 12(2), 12-18.**
The paper describes a model of teachers' attitudes toward integrating children with moderate learning difficulties based on interviews with 550 teachers in Arizona and the United Kingdom. The model has four factors: traumatic experiences with the handicapped children, class size, the "what-happened yesterday" factor, and leadership.

1054. **Thomas, D. (1985). Philosophical considerations for the curriculum of mentally retarded children. Early Child Development and Care, 22(2-3), 123-136.**
Introduces three philosophical issues to consider when developing curriculum for mentally retarded children: (1) the role of content versus learning processes and teaching methodology in curriculum decisions; (2) the principle of normalization and its implications; and (3) the child's right to choice in curriculum content.

1055. **Thomas, G. (1985). Extra people in the classroom: A key to integration? Educational and Child Psychology, 2(3), 102-107.**
Suggests that organizing the help of additional people (parents and professionals) in the classroom may assist in improving classroom environments for children with special needs. The management of increased adult involvement is an innovation that offers powerful yet neglected forces over classroom processes; it may help all children, including those integrated from special provision and those with special needs already in mainstream education. Interpersonal and group dynamics, the learning needs of children with difficulties, and dynamics of the mainstream classroom are discussed. A pilot study of personnel organization in a class of 4th-yr junior children illustrates an organization system that elicited certain positive results in terms of children's engagement.

1056. **Thomas, G. (1985). Room management in mainstream education. Educational Research, 27(3), 186-193.**
Describes the technique of room management (RM) that can be applied in classrooms in which children with moderate learning difficulties are integrated with normal learners. RM uses parental involvement and the deployment of peripatetic staff within the classroom as a means for maximizing the potential of resources and personnel. RM also includes an activity period, during which parents and staff have specific duties such as manager, mover, or individual helper. The present study examined 21 children's engagement in a primary school class when no additional help was present, when parents were involved normally, and when parents and staff were involved following RM procedures. Videorecordings were made of the 3 observation periods. Comparisons indicate useful gains in engagement when employing RM. These gains were mainly attributable to the specifications of roles.

1057. **Thomas, G., & Jackson, B. (1986). The whole-school approach to integration. British Journal of Special Education, 13(1), 27-29.**
Problems in implementation and practice of a whole-school approach to integration which features transposing regular and special educators are cited, and seven phases for carrying out such a scheme are described.

1058. **Thompson, D., & Arora, T. (1985). What is consistent in the attitudes of teachers to "integration"? Educational and Child Psychology, 2(3), 157-161.**
Reviews research concerning teachers' attitudes about integration, noting evidence showing that children make no more progress in segregated special schools than they would be expected to do in ordinary schools and that for some the experience of segregated special schooling can have additional social and emotional disadvantages. Most teachers have a positive attitude toward integration in principle, although most ordinary class teachers are much more reluctant to approve of integration in practice, especially since it is not well-defined. Many teachers are more likely to approve integration when they are confident of their ability to teach children with special needs; do not work in a highly mainstreamed school; and can rely on obtaining a high level of support from their special contact educators. Recommendations are made for support service staff.

1059. **Thompson, D., and others. (1986). Spotlighting positive practices for mainstreaming. Pointer, 31(1), 34-42.**
Teacher contributed practices concerning mainstreaming of handicapped students are grouped into the following categories: regular/special education cooperation and teaming; promoting staff, student, and parent understanding; communication about students and instructional methods; building social skills and self esteem; participation in extracurricular or special programs; and peer helping.

1060. **Thompson, K. P. (1990). Working toward solutions in mainstreaming. Music Educators Journal, 76(8), 30-35.**
Discusses the effects of mainstreaming on music education. Includes a statement published by the Music Educators National Conference (MENC) on mainstreaming, and addresses unresolved issues of mainstreaming. Examines the special needs of disabled students, teacher training issues, instructional strategies, and the management of mainstreamed children in regular classes. Outlines mainstreaming goals and limitations.

1061. **Thomson, G. O. B., and others. (1990). The placement of pupils recorded as having special educational needs: An analysis of Scottish data, 1986-1988. Oxford Review of Education, 16(2), 159-177.**
Combines qualitative and quantitative Scottish data to analyze the frequency of mainstreaming for special needs students from 1986 through 1988. Records of Needs as legislated by the 1981 Educational (Scotland) Act, and interviews with educational professionals, provided data. Shows mainstreaming more likely for students with physical or sensory handicaps from specific geographic locations.

1062. **Thousand, J. S., & Burchard, S. (1990). Social integration: Special education teachers' attitudes and behaviors. American Journal on Mental Retardation, 94(4), 407-419.**
Tested the applicability of the theory of reasoned action in predicting 42 special educators' structuring of student integration opportunities from measures of behavioral intention, attitude, and subjective norm. Ss' intention to structure integration opportunities was predicted from measures of attitude and subjective norm. However, actual reported structuring of opportunities was weakly predicted by intention and the antecedent of attitude. Ss' beliefs about influential others (e.g., special education coordinators) also differentiated high and low performers. Recommendations are offered for teacher change efforts and teacher training.

1063. **Thousand, J. S., & Villa, R. A. (1990). Accommodating for greater student variance in local schools. B.C. Journal of Special Education, 14(3), 261-272.**
This paper identifies fundamental characteristics of successful heterogeneous public schools, outlining examples of practices that enable schools to accommodate greater student variance. Characteristics include, among others, outcomes-based instructional models; utilization of peer power; cooperative learning; opportunities for professional collaboration; and creating common conceptual frameworks, knowledge, and language through in-service training.

1064. **Thousand, J. S., & Villa, R. A. (1991). A futuristic view of the REI: A response to Jenkins, Pious, and Jewell. Exceptional Children, 57(6), 556-562.**
This commentary on an earlier paper notes that the debate on the regular education initiative (REI) should focus on the future, teachers should become personalizers of curriculum and instruction, classroom teachers are one member of an interdependent teaching team, and an adhocracy should be developed among educators of all specialties and labels.

1065. **Tilzer, P. A. (1987). The effects of labeling on the self-perceptions of special education students. Graduate Research in Urban Education and Related Disciplines, 18(1-2), 1-33.**
Researched the self-perceptions of 40 special education (SE) students (aged 14-21 yrs) in SE classes and 40 age-matched SE students in regular education classes. An instrument was devised to determine if Ss in classes designed as SE would more often give negative responses of their judgments of what others thought of them than would similar Ss in regular classes. A Chi-square test was performed on each to determine statistical significance. Responses given by SE Ss in SE

classes were much more negative than those given by SE Ss in regular education classes, suggesting that the self-perceptions of labeled individuals may be negatively affected.

1066. **Timberlake, E. M. (1990). Coping and adaptation by children with mild physical differences. Child and Adolescent Social Work Journal, 7(3), 199-216.**
Compared the views of parents and teachers concerning how 60 elementary school children (aged 8-11 yrs) cope with mild physical differences and with current psychosocial development and academic tasks in mainstream classrooms. Children demonstrating difficulty in mastering academic tasks were more likely than the comparison group of academically successful children to use the 3 defensive-adaptive imagery patterns (eradication of difference, symbolic repair of difference, ritualistic encapsulation of difference) more frequently and to exhibit more problems or deficits in psychosocial functioning.

1067. **Tindal, G., Parker, R., & Germann, G. (1990). An analysis of mainstream consultation outcomes for secondary students identified as learning disabled. Learning Disability Quarterly, 13(3), 220-229.**
Explored the effects of a service delivery system in regular content area classrooms using mainstream consultation agreements (MCAs). This system uses a contractual agreement between regular class and special education teachers that defines shared responsibilities for delivering instruction based on individual performance expectations. MCAs were evaluated for 29 learning disabled (LD) students (aged 13-17 yrs) integrated into 157 content area classes. Both improvement and deterioration in course grades were found. Consequently, MCAs alone may not ensure LD students' success in mainstream classes. Once mainstreamed, these students' progress requires monitoring throughout their courses.

1068. **Tindal, G., Shinn, M., Walz, L., & Germann, G. (1987). Mainstream consultation in secondary settings: The Pine County model. Journal of Special Education, 21(3), 94-106.**
Developed an approach to mainstreaming of secondary school students in special education, using mainstream consultation agreements (MCA), which emphasized a team approach to address students' problems. The model incorporates data-based program modification in which students determined eligible for special education services are provided with MCAs through their content area teachers. A 1-yr follow-up of 95 7th-12th grade special education students indicates that Ss taking academic courses in content areas with MCAs performed much as they did in academic courses without MCAs, suggesting that MCAs increased the likelihood of success for mildly handicapped students.

1069. **Titus, J. A., & Watkinson, E. J. (1987). Effects of segregated and integrated programs on the participation and social interaction of moderately mentally handicapped children in play. Adapted Physical Activity Quarterly, 4(3), 204-219.**
Seven Ss, aged 5 yrs 11 mo to 10 yrs 7 mo, were observed during free play in 2 programs, 1 integrated and 1 segregated, to determine if they would benefit from placement in physical activity programs with 7 nonhandicapped children (mean age 5 yrs 7 mo). Socialization and activity participation were examined using a

simple 8-category instrument on videotaped data. Results did not support the assumption that exposure to integrated programs will increase activity participation and social interaction.

1070. **Trach, J. S., & Rusch, F. R. (1988). Research and trends in employment of adolescents with handicaps. Child and Youth Services, 10(2), 183-200.**
Reviews current trends in curriculum programing that facilitate the transition of adolescents with handicaps into "everyday" community settings. Traditional curriculum models and instructional strategies have proved to be ineffective; recent models and strategies appear to be more promising.

1071. **Travis, L. W., Thomas, A. R., & Fuller, G. B. (1985). Handicapped students in the least restrictive environment: A longitudinal study. School Psychology Review, 14(4), 521-530.**
Investigated the effects of age (young, ages 5-10 yrs; and old, ages 11-16 yrs), disability (educable mentally retarded (EMR), emotionally impaired (EI), and learning disabled (LD)), and time interval (10 intervals of 3 school months each, covering a 3-yr period) on the percentage of time spent in regular education. A 3-way factorial design with repeated measures with 138 5-16 yr olds was employed. The age * interval and disability * interval interactions were significant, as well as all 3 main effects. The percentage of time spent in regular education by the old group was greater than that of the young group at each interval, although the trend across intervals differed for the 2 groups. Time spent in regular education by the EMR Ss was less than that of the LD Ss. The EI Ss began at a low level, not significantly different from the EMR Ss, but their percentage of time in regular education increased more rapidly than that of the other groups and eventually equaled that of the LD Ss. The effects of age and disability on adjusted achievement posttest scores were determined, and pre- and posttest scores were compared (3-yr reevaluation results on reading, spelling, and math). Using 90 Ss and pretest scores as the covariate, the analyses of covariance revealed that, while the covariate had a significant effect on posttest scores, age and disability did not.

1072. **Trent, S. (1989). "Much to do about nothing". A clarification of issues on the regular education initiative. Journal of Learning Disabilities, 22(1), 23-25.**
The response to previous articles on the Regular Education Initiative looks at the definition of learning disabilities, identification, mainstreaming of mildly handicapped students, attitudes of general educators toward high risk students, the importance of prevention at the elementary level, and delivery systems.

1073. **Trickey, G., & Stobart, G. (1987). Integration: A needlessly cosmetic revolution? Educational Psychology in Practice, 3(2), 33-37.**
Examines progress toward mainstreaming of special needs students (i.e., integration vs an increase in the segregated special school population). Three areas are identified for consideration if significant changes in the pattern of education are to be achieved: policy considerations, working arrangements and practices, and system administration. The role of the educational psychologist in achieving desired change is described.

1074. **Tripp, A. W., & Turner, B. S. (1986). Hinsdale South High School: A view from the mainstream. Perspectives for Teachers of the Hearing Impaired, 5(1), 6-10.**
Over a two-year period Hinsdale South High School (Chicago, Illinois) has successfully mainstreamed 59 hearing impaired students into such courses as English, mathematics, science, physical education, and business education. Program components include admission criteria, a Coordinator of Mainstreamed Support Services, counseling, interpreters, tutorial programs, notetakers, teacher development, and extracurricular activities.

1075. **Truesdell, L. A. (1990). Behavior and achievement of mainstreamed junior high special class students. Journal of Special Education, 24(2), 234-245.**
Compared the behavior and achievement of 11 mildly handicapped (MH) students (aged 13-16 yrs) from self-contained special education classes and 17 age-matched, nonhandicapped students with whom they were mainstreamed in academic classes. Ss were compared, using observations of student behavior in the mainstream setting and teacher rating of students' behavior. Achievement was measured by standardized tests in reading and mathematics and report card grades. Teacher ratings of student behaviors and reading achievement data were not significantly different for the 2 groups, but nonhandicapped Ss were observed not paying attention to lessons more often and participating in more discussions. MH Ss received higher report card grades.

1076. **Truesdell, L. A. (1988). Mainstreaming in an urban middle school: Effects of school organization and climate. Urban Review, 20(1), 42-58.**
Investigated mainstreaming (e.g., integration of special education students in general education settings) in an urban middle school for 3 yrs. The present author participated as a teacher/educator who consulted regarding individualized instruction, curriculum, and teaching strategies. It was hypothesized that the school's organization and culture would affect mainstreaming. Findings confirm this hypothesis. Homogeneity of academic classes and the requirement that students fit into academic groups limited access for special education students to classes where they could function academically as the students did in general education. Special and general education teachers communicated informally and irregularly about their students' functioning in mainstream classes; and students received little help with their academic mainstream responsibilities. Students from special education were added to regular classes that were already very large, and teacher permission was necessary to include a mainstream student in a general education class.

1077. **Tucker, J. A. (1989). Less required energy: A response to Danielson and Bellamy. Exceptional Children, 55(5), 456-458.**
Suggests that the conditions reported by L. C. Danielson and G. T. Bellamy (see PA, Vol 76:20584) on state compliance with the least-restrictive-environment (LRE) regulations for handicapped children represent more of the state of current understanding of what LRE means rather than the state of the art in applying a well-defined concept.

1078. **Tunnell, M. O., and others. (1988). An affective approach to reading: Effectively teaching reading to mainstreamed handicapped children. Pointer, 32(3), 38-40.**
Affective reading instruction teaches mildly handicapped children to read by improving their attitudes toward reading through oral and silent reading of children's literature. The paper outlines steps involved in program implementation, reading activities used in conjunction with skill training, parent involvement, use of extrinsic rewards, student evaluation, and program evaluation.

1079. **Turnbull, H. R. (1986). Appropriate education and Rowley. Exceptional Children, 52(4), 347-352.**
The article analyses Board v. Rowley's meaning for "appropriate" education and justifies the rightness of that decision in terms of its impact on the education of the child and the integration of children who have disabilities with children who do not.

1080. **Turnbull, H. R., & Turnbull, A. P. (1990). The unfulfilled promise of integration: Does Part H ensure different rights and results than Part B of the Education of the Handicapped Act? Topics in Early Childhood Special Education, 10(2), 18-32.** The article compares Part B of the Education for All Handicapped Children Act (P. L. 94-142) of 1975 with Part H and argues that the similar meanings of "appropriate educational services" and "least restrictive environment" under both parts support efforts to integrate infants and toddlers with disabilities.

1081. **Turnbull, R., & Turnbull, A. (1991). Including all children. Children Today, 20(2), 3-5.**
Discusses the ways in which families and children with developmental disabilities can attain "full citizenship" with a creed of positive contribution, great expectations, friendships, choices, and strengths.

1082. **Tutt, N. (1985). The unintended consequences of integration. Educational and Child Psychology, 2(3), 30-38.**
Discusses the way in which the concepts of integration and normalization--proposed by the Warnock Committee and supported by the Education Act of 1981--are increasingly being usurped in practice by the focus on identification of special education needs. The widespread identification process leads to increased pressure for rejection rather than integration of children with special needs. Although the concept of needs may be useful in terms of professional discussion, it is totally inappropriate, inadequate, and detrimental when allied with the bureaucratic structures of service delivery. Research in the area of juvenile justice; court decision making; impact of feedback on professional judgments; and analogies between the juvenile justice system and the special education system is discussed.

1083. **Van den Pol, R. A., Crow, R. E., Rider, D. P., & Offner, R. B. (1985). Social interaction in an integrated preschool: Implications and applications. Topics in Early Childhood Special Education, 4(4), 59-76.**
Conducted 4 research studies to (1) assess spontaneous, integrated social interactions; (2) compare observed levels to a normative sample; (3) build social

interactions that are durable; and (4) investigate the use of classroom aides to arrange opportunities for integrated social interaction. Ss were early education students who were observed during unstructured time in classroom play areas. In Studies 1 (n=2), 3 (n=10), and 4 (n=8), Ss' ages ranged from 22 mo to 5 yrs 11 mo. Moderate and severe mental retardation were the most prevalent diagnoses of the Ss; some physically and sensorily handicapped Ss also participated. Study 2 involved 8 nonhandicapped children, aged 3-5 yrs. Results suggest that even minimally prepared staff can successfully increase fundamental social interaction. Detailed instructions plus feedback resulted in enhanced integrated social interaction and decreased isolate play. Adult influence decreased while the S's social interaction increased. In view of the disruptive effects of adult influence found by K. E. Allen et al (see PA, Vol 39:4542), it is suggested that these studies appear to be of potential value to practitioners.

1084. **Van Hasselt, V. B., Kazdin, A. E., & Hersen, M. (1986). Assessment of problem behavior in visually handicapped adolescents. Journal of Clinical Child Psychology, 15(2), 134-141.**
Child, parent, and teacher forms of the Child Behavior Checklist were administered to evaluate problem behavior in the following groups of male adolescents (aged 13-19 yrs): (a) 18 visually handicapped Ss in a residential school, (b) 17 mainstreamed visually handicapped Ss in public schools, and (c) 17 sighted Ss in public schools. Visually handicapped Ss in the residential placement evinced greater dysfunction than other Ss, as reflected in parent, teacher, and S evaluations. Although little correspondence was found between teachers' and Ss' scores, a number of significant correlations were obtained between teachers' and parents' ratings of Ss' behavior. Results are discussed in terms of the need to evaluate the adjustment and functioning of visually handicapped children and adolescents, the potential utility of psychological intervention with a subset of this population, and the importance of additional controlled research with visually handicapped persons.

1085. **Vandercook, T., York, J., & Forest, M. (1989). The McGill Action Planning System (MAPS): A strategy for building the vision. Journal of the Association for Persons with Severe Handicaps, 14(3), 205-215.**
The MAPS is a planning process that emphasizes the integral involvement of learners with disabilities in the school community. Seven key questions comprise the MAPS process and provide a structure that assists teams of adults and children to creatively further the inclusion of individual children with labels into the activities, routines, and environments of their same-age peers in the school community. A detailed description of the MAPS process is provided, including the structure used, content covered, and underlying assumptions. An example of MAPS planning for an elementary age child with severe disabilities is offered, along with suggested modifications for secondary age students.

1086. **Vargo, J. W. (1985). The role of the school counsellor in mainstreamed classrooms. Guidance & Counselling, 1(2), 59-62.**
Because mainstreaming programs can be stressful for teachers, parents, and students, school counsellors can help in the integration of disabled children into regular classrooms. Suggestions for the successful integration of these children are given.

1087. **Vaughn, S. (1987). TLC - Teaching, learning and caring: Teaching interpersonal problem-solving skills to behaviorally disordered adolescents. Pointer, 31(2), 25-30.**
The article describes "Teaching, Learning, and Caring" (TLC), a program designed for partially mainstreamed behavior disordered adolescents (ages 14-18). Eight TLC skill areas are the focus of interpersonal skills training: communication mode, empathy, goal identification, cue sensitivity, alternative thinking, skills implementation, consequential thinking, and integration.

1088. **Vazquez-Nuttall, E. (1987). Survey of current practices in the psychological assessment of limited-English-proficiency handicapped children. Journal of School Psychology, 25(1), 53-61.**
Investigated current psychological and educational assessment practices used with elementary school limited-English-proficiency (LEP) children through interviews with 21 local education agencies (LEAs) that had LEP handicapped children mainstreamed in bilingual education classrooms. Findings show that the testing approaches most frequently used with LEP students were the common culture approach (which relies on nonverbal measures) and translated tests. An average of 12 psychological, language, and educational tests were used with each LEP child. Only a third of the LEAs studied were incorporating multicultural pluralistic approaches in their assessment procedures. Most of the LEAs reported serious shortages in bilingual assessment personnel. It was found that LEAs have tried to cope with this problem in various ways, including the use of trained or untrained interpreters, the use of central teams or contracted professionals, and the use of nonverbal tests administered by nonbilingual personnel.

1089. **Vergason, G. A., & Anderegg, M. L. (1991). Beyond the Regular Education Initiative and the resource room controversy. Focus on Exceptional Children, 23(7), 1-7.**
Educational practices with students in both regular and special education that have stood the tests of time, research, and application are described. They include peer tutoring; direct instruction; cooperative learning; self-instructional training; curriculum-based measurement; instructional alignment; and learning strategies.

1090. **Vergason, G. A., & Anderegg, M. L. (1991). Rich and Ross: A mixed message. Exceptional Children, 57(5), 475-476.**
Reviews research by H. L. Rich and S. M. Ross (see PA, Vol 76:27723) that examined variables differentiating settings in which education occurs for students with disabilities. Rich and Ross are applauded for their interest in the use of instructional time across settings; however, their conclusions regarding the contributions of the resource room to the academic success of students with mild disabilities are questioned.

1091. **Vogler, E. W. (1990). Rural implications of a needs assessment of physical educators with mainstreamed disabled students: A case study in Colorado. Rural Special Education Quarterly, 10(3), 36-39.**
Among 580 Colorado physical education teachers with mainstreamed handicapped students, 87 rural teachers served the fewest mainstreamed disabled students, were the most involved in the placement process, had the smallest budgets, and had the best overall participation in designing individualized educational programs despite limited assessment abilities.

1092. **Vogler, E. W., Vander Mars, H., Darst, P., & Cusimano, B. (1990). Relationship of presage, context, and process variables to ALT-PE of elementary level mainstreamed students. Adapted Physical Activity Quarterly, 7(4), 298-313.**
Analyzed teacher and student process variables in classes with mainstreamed handicapped students and examined which of a variety of presage, context, and process variables were best associated with the alternative (ALT) physical education (PE) of the students. 30 elementary PE teachers (aged 24-56 yrs) and 30 mainstreamed mildly handicapped students in Grades 1-6 were videotaped during PE classes. The mainstreamed PE classes provided good context for effective teaching. However, when level of learner involvement was considered, successful engagement was low, but comparable to nonhandicapped peers. Mainstreaming did not cause differential learning involvement among students.

1093. **Waldron, M. B., Diebold, T. J., & Rose, S. (1985). Hearing impaired students in regular classrooms: A cognitive model for educational services. Exceptional Children, 52(1), 39-43.**
Describes a model for presenting information to profoundly hearing impaired children in the mainstream classroom setting, based on the premise that visual and conceptual delivery of information is more important than the verbal transliteration of the spoken material. In this model, an educational interpreter takes material, assesses the student's level on the topic and moves back and forth in a pictorial-verbal continuum. Examples from mathematics, science, and vocabulary are presented to illustrate the adaptability of material in the classroom, and 2 cases in which the model was successfuly implemented are discussed.

1094. **Walker, H. M. (1986). The Assessment for Integration into Mainstream Settings (AIMS) assessment system: Rationale, instruments, procedures, and outcomes. Special Issue: Social skills training. Journal of Clinical Child Psychology, 15(1), 55-63.**
Describes the AIMS system for use in mainstreaming handicapped children into less restrictive settings. AIMS is an ecological assessment system, consisting of 5 instruments, that makes it possible to (a) identify the minimal behavioral demands of less restrictive settings, (b) make use of this information in the systematic preparation of handicapped children, and (c) directly assess the handicapped child's adjustment to academic and free-play settings following social integration. The AIMS assessment instruments and their uses are described. Validation studies, psychometric characteristics, and normative data are reported for elementary and secondary regular and special education teachers' ratings and for comparisons between normal and handicapped children. School applications of the AIMS system are identified.

1095. **Walker, H. M., & Lamon, W. E. (1987). Social behavior standards and expectations of Australian and U.S. teacher groups. Journal of Special Education, 21(3), 56-82.**
Developed a behavioral-ecological assessment system for use in the placement and integration of handicapped children into less restrictive, mainstream schools. The Assessments for Integration into Mainstream Settings system was used to identify behavioral demands and expectations in less restrictive settings and to assess resistance to mainstreaming among 179 Australian and 72 US special and regular elementary teachers. Results indicate that there was consistency of responding in behavioral expectations/standards among Australian teachers, consistency between regular and special education teachers, and a tendency for

special educators to have lower demand levels in their behavioral standards/expectations and greater tolerance levels in relation to child-handicapping conditions. A comparison of Australian and US special education teachers is presented.

1096. **Wall, A. E. (1990). Fostering physical activity among Canadians with disabilities. Journal of Physical Education, Recreation and Dance, 61(2), 52-56.**
This article shares some current thoughts, actions, and plans to foster physical activity among Canadians with disabilities. Topics include mainstreaming physically disabled students, impact of the Jasper Talks Symposium, a national action plan (Blueprint for Action), and recent initiatives that reflect Canadian commitment to adapted physical education and recreation.

1097. **Walter, G. G., & Welsh, W. A. (1988). Characteristics and success of deaf college students in three types of educational environments. American Rehabilitation, 14(2), 8-11, 28-29.**
Deaf students (N=1,644) entering the National Technical Institute for the Deaf from 1976-1980 were enrolled in one of three educational environments: mainstreamed, separate classes, or a combination. A followup study found that the three groups varied in attrition rates, achievement, communication skill level and mode, occupation level, and earnings.

1098. **Wang, M. C., & Baker, E. T. (1986). Mainstreaming programs: Design features and effects. Journal of Special Education, 19(4), 503-521.**
Reviewed and analyzed the design features and efficacy of mainstreaming as an educational approach to serving disabled students. 11 empirical studies, published from 1975 through spring of 1984, were analyzed from a pool of 264 studies. Criteria for selection included the following: (1) The study must have been concerned with the impact of mainstreaming on the learning outcomes of disabled students integrated in regular classes; (2) the study must have been published in a professional journal; and (3) the study must have contained sufficient data for quantitative analysis. Mainstreamed disabled students were consistently found to have outperformed nonmainstreamed students with comparable special education classifications. Design features found in the effective-teaching literature to be associated with programs that provided for student differences showed greater proportions of positive than negative outcomes.

1099. **Wang, M. C., and others. (1985). Clearing the road to success for students with special needs. Educational Leadership, 43(1), 62-67.**
Describes a New York City program, the Adaptive Learning Environments Model (ALEM), that successfully provided academically at-risk students instruction in regular classroom settings. The program achieved remarkable results, but, due to state policies, it was discontinued in 1983.

1100. **Wang, M. C., and others. (1986). Rethinking special education. Educational Leadership, 44(1), 26-31.**
In discussing the need to restructure school programs and more completely integrate students with special learning needs into regular school programs, the problems of classification of students in special education and overlapping

services and programs are presented. Includes a table featuring effective classroom environments and a reference list.

1101. **Wang, M. C., Peverly, S. T., & Catalano, R. (1987). Integrating special needs students in regular classes: Programming, implementation, and policy issues. Advances in Special Education, 6, 119-149.**
Argues that Public Law 94-142 has resulted in a burgeoning of educational programming and instructional technology aimed at finding ways to provide special education services for handicapped students in the "least restrictive environment." The focus is on selected research on the implementation and effects of an alternative approach to providing special education in regular classes through a system of adaptive instruction and implementation support mechanisms. The design features of a basic education program, known as the adaptive learning environments model (ALEM), are described. Findings from a program of research aimed at investigating the efficacy of ALEM in a variety of school settings are presented.

1102. **Wang, M. C., & Walberg, H. J. (1988). Four fallacies of segregationism. Exceptional Children, 55(2), 128-137.**
Identified are four major fallacies in Douglas Fuchs and Lynn Fuchs' critique of the Adaptive Learning Environments Model (ALEM) and the General Education Initiative (GEI): erroneous interpretations of the GEI, segregationism in the Fuchs' point of view, the research base of the ALEM, and readiness for the GEI.

1103. **Wang, M. C., & Zollers, N. J. (1990). Adaptive instruction: An alternative service delivery approach. Remedial and Special Education (RASE), 11(1), 7-21.**
Discusses the theoretical and research bases for the design and effects of programs using the adaptive instruction (AI) approach to maximize student learning. The adaptive learning environments model (ALEM) is described as an alternative service delivery model for meeting the diverse needs of students in regular classroom settings, and a conceptual model of AI is presented that provides ALEM's framework. Research indicates that high degrees of program implementation can be achieved in school settings using AI approaches or ALEM in particular, when they are supported by systematic staff development and organizational support.

1104. **Ward, G. B. (1985). Bale's talking hands. Perspectives for Teachers of the Hearing Impaired, 3(3), 17-18.**
A signing-singing group was organized to help hearing students form friendships with their mainstreamed hearing impaired peers.

1105. **Ward, J., & Center, Y. (1987). Attitudes to the integration of disabled children into regular classes: A factor analysis of functional characteristics. British Journal of Educational Psychology, 57(2), 221-224.**
As part of a wider study, 3,099 Australian educationists were asked to rate children with various disabling characteristics with regard to their suitability for mainstreaming. Oblique factor analyses of the resultant Likert scale data revealed 5 factors with respect to questionnaire and qualitative data. The pattern matrices for school principals, resource teachers, and teachers were virtually identical.

The method of using functional characteristics rather than diagnostic categories is recommended for future research.

1106. **Watkinson, E. J., & Muloin, S. (1988). Playground skills of moderately mentally handicapped youngsters in integrated elementary schools. Mental Retardation and Learning Disability Bulletin, 16(2), 3-13.**
Investigated the degree to which moderately mentally handicapped students in mainstreamed schools have playground skills that they can perform skillfully and independently. 37 trainable mentally handicapped Canadian children (aged 6-11 yrs; IQs 42-59) were assessed on 6 playground skills chosen for their importance in the play repertoires of nonhandicapped youngsters. Each skill was task-analyzed and assessed using a prompting continuum that employed physical, visual, verbal, and environmental prompts to elicit performances. Findings indicate that Ss lacked the repertoire of skills necessary for full use of outdoor playground facilities. The assessment procedure appeared to alter some Ss' performance, suggesting that teaching and practice might be of help in expanding skill repertoires.

1107. **Watkinson, E. J., & Titus, J. A. (1985). Integrating the mentally handicapped in physical activity: A review and discussion. Canadian Journal for Exceptional Children, 2(2), 48-53.**
The paper reviews the rationale for integration in physical activity. Research is cited on benefits expected to accrue in the areas of motor performance, social interactions, attitudes of others toward the handicapped, and improved self-concept of the handicapped.

1108. **Watson, J. (1991). Cooperative learning and computers: One way to address student differences. Computing Teacher, 18(4), 9-10, 12, 14-15.**
Discussion of cooperative learning focuses on the benefits of using computers. Research that explored benefits of group versus individual computer use is reviewed, size of computer groups is discussed, differentiating tasks to accommodate individual differences is considered, and a cooperative computer project for a newswriting unit for fourth graders is included.

1109. **Webster, A., Scanlon, P., & Bown, E. (1985). Meeting the needs of hearing-impaired children within a local education authority. AEP Association of Educational Psychologists Journal, 6(5, Pt 2, Suppl), 2-10.**
Outlines the roles and responsibilities of the 3 core members (medical officer, teacher of the deaf, and educational psychologist) of a team involved in the educational management of hearing-impaired children within 1 local authority, focusing on early counseling, formal assessment, school placement, mainstreaming, and further education. Examples of good practice are explored, particularly with regard to communication between disciplines in facilitating the most appropriate response to the child's special needs.

1110. **Wedell, K. (1988). The new act: A special need for vigilance. British Journal of Special Education, 15(3), 98-101.**
Conflicts between the British Education Reform Act of 1988 and the 1981 Education Act as well as the Warnock Report (1978) are identified. Considered

are ways the Act deals with the following issues: special educational needs, curriculum, and the process of integration.

1111. **Weisel, A. (1988). Contact with mainstreamed disabled children and attitudes towards disability: A multidimensional analysis. Educational Psychology: An International Journal of Experimental Educational Psychology, 8(3), 161-168.**
Evaluated attitudes toward disabilities of 156 8th grade hearing students who experienced different levels of contacts with mainstreamed hearing impaired (HI) students, using the Disability Factor Scale--General. 44 Ss were studying in the same classes with HI students (high level of contact), 57 Ss were studying in the same school but not in the same classes with the HI students (moderate level of contact), and 55 Ss did not have any contact with HI children. Ss with a moderate level of contact expressed more negative attitudes than Ss of the 2 other groups on a scale that measured the tendency to advocate segregation of disabled people and to hold a derogatory approach toward them. Ss with a moderate level of contact tended to attribute more functional limitations to disabled persons than Ss with a high level of contact. No differences were found between attitudes of Ss with a high level of contact and of those with no contact.

1112. **Weisel, A. (1989). Educational placement of hearing impaired students as related to family characteristics, student characteristics, and preschool intervention. Journal of Special Education, 23(3), 303-312.**
Israeli elementary-level hearing-impaired students (N=188) were studied to determine the relation between background variables (family characteristics, student characteristics, and educational intervention) and educational placement (special schools, special classes, or regular classes). Placement was found to be related to socioeconomic status, hearing threshold, parental hearing status, and number of additional handicapping conditions.

1113. **Weisel, A. (1989). Levels of contact with hearing impaired mainstreamed students and attitudes towards deafness and towards disabilities. International Journal of Special Education, 4(1), 17-24.**
The study found that 74 seventh- and eighth-grade students with either high or moderate contact with hearing impaired students expressed more positive attitudes towards deafness than students who had no contact with the hearing impaired. A similar pattern was found when attitudes toward disabilities in general were evaluated.

1114. **Weiss, A. L. (1986). Classroom discourse and the hearing-impaired child. Topics in Language Disorders, 6(3), 60-70.**
Reviews the reseach concerning the situations encountered in the regular classroom by hearing-impaired (HI) children who rely on oral language as their predominant means of communication. Two basic sociolinguistic approaches that have been used to study classroom discourse and the HI child are discussed. The ethnographic study and the laboratory experiment vary in terms of the naturalness of the data collection setting. Studies exploring language competencies for mainstreamed education and studies of the conversational ability of HI children are considered. Results indicate that, while much remains unknown about the conversational competencies of HI students, similarities exist between the ways in which learning-disabled and HI children cope with the conversational demands of

a classroom in particular and of discourse in general. It is asserted that the similarities found in the conversational behaviors of HI and learning-disabled children should be used to help guide the planning of intervention programs.

1115. **Welch, M. (1989). A cultural perspective and the second wave of educational reform. Journal of Learning Disabilities, 22(9), 537-540.**
Compares the fervor associated with the Regular Education Initiative with the mainstreaming movement that came from the passage of Public Law 94-142 in the mid-1970s. Although teachers philosophically embraced the law's principles, they were generally resistant to the integration of handicapped students into general classroom settings as described by M. Horne (1985). The author examines the school as a culture, variables of receptivity to change within the school culture, and the change process and its implications.

1116. **Wesson, C. L., & Keefe, M. (1989). Teaching library skills to special education students. School Library Media Quarterly, 17(2), 71-77.**
Provides suggestions for teaching library skills to mainstreamed special education students for each of the four components of the instructional model: (1) determining skill level; (2) setting objectives; (3) instructing with modification (methods, materials, and motivation); and (4) monitoring progress. (seven references).

1117. **West, J. F., & Brown, P. A. (1987). State departments of education policies on consultation in special education: The state of the states. Remedial and Special Education (RASE), 8(3), 45-51.**
Thirty-five state departments of education were surveyed regarding delivery systems, roles/responsibilities, competencies, and certification for special education teachers acting as consultants. Results revealed a need for improved policies and leadership to assist school districts in developing and improving consultation programs providing support services to mainstreamed handicapped students.

1118. **West, J. F., & Cannon, G. S. (1988). Essential collaborative consultation competencies for regular and special educators. Journal of Learning Disabilities, 21(1), 56-63, 68.**
Using a Delphi technique, a 100-member interdisciplinary, expert panel from 47 states identified 47 competencies in eight categories as essential to collaborative consultation between special and regular educators. Highest ratings were given to interactive communication, collaborative problem solving, and personal characteristics.

1119. **West, J. F., & Idol, L. (1987). School consultation (Part I): An interdisciplinary perspective on theory, models, and research. Journal of Learning Disabilities, 20(7), 388-408.**
The paper questions whether the school consultation model which provides services to learning disabled students has a sound theoretical base. Included are an examination of 10 different models of consultation and their relationship to theory and a review of studies on facilitating the mainstreaming of learning disabled and other low achieving students.

1120. **West, R. C. (1989). Managing mainstream instruction: Lessons from research. Journal of Reading, Writing, and Learning Disabilities, 5(2), 197-210.**
A literature-based cognitive developmental approach to learning and instruction in mainstreamed settings is presented. The approach considers children with learning disabilities to be ineffective and inactive learners, and focuses on addressing learning skills for all children and emphasizing mutual support and communication within the classroom.

1121. **Westling, D. L. (1989). Leadership for education of the mentally handicapped. Educational Leadership, 46(6), 19-23.**
Research and experience tell us the benefits of integration for students with mental handicaps, but we have yet to put this knowledge into widespread practice. Appropriate educational policies and administrative support are needed to ensure successful integration of the mentally handicapped into schools.

1122. **Whinnery, K. W., Fuchs, L. S., & Fuchs, D. (1991). General, special, and remedial teachers' acceptance of behavioral and instructional strategies for mainstreaming students with mild handicaps. Remedial and Special Education (RASE), 12(4), 6-17.**
Examined factors affecting acceptance of behavioral interventions and identified factors involved in acceptance of instructional strategies. 55 general, special, and remedial education teachers completed questionnaires surveying their acceptability ratings of instructional strategies and behavioral interventions. Ratings of current mainstreaming practices were also obtained. Results revealed a relation between perceived effectiveness of an intervention and willingness to implement. Questions are raised about the match between perceived effectiveness and empirically supported effectiveness.

1123. **White, D. F., and others. (1990). LD children's regular classroom behavior before and after identification and placement. Learning Disability Quarterly, 13(3), 196-204.**
The study compared the regular classroom behavior and teacher ratings of 17 learning-disabled (LD), 16 low average (LA), and 17 average (AV) children in grades 1-2 in 11 schools before and after LD placement in resource programs. Among findings were no preplacement behavior differences and more LD maladaptive behavior patterns at postplacement.

1124. **Widlake, P. (1985). How should we respond to change? British Journal of Special Education, 12(2), 50-52.**
The author suggests that the most effective method of serving mainstreamed secondary level disabled students is through a comprehensive support system delivered by direct involvement of special needs teachers in the mainstreamed classes.

1125. **Wiederholt, J. L. (1989). Restructuring special education services: The past, the present, the future. Learning Disability Quarterly, 12(3), 181-191.**
Discusses the relationship of historical attitudes toward disabled persons to the General Education Initiative (GEI), the present status of the initiative, and future considerations. A historical analysis suggests 3 factors especially relevant to the GEI: the swinging pendulum analogy, the role of controversy and conflict, and

the impact of individuals on change. The author presents a more in-depth rationale for the trend toward total integration of students with disabilities into the regular classroom and discusses some of the questions that have been raised. Recommended practices for integration are described.

1126. **Wiedmeyer, D., & Lehman, J. (1991). The "House Plan" approach to collaborative teaching and consultation. Teaching Exceptional Children, 23(3), 6-10.**
This article describes one school's development of an alternative to conventional mainstreaming as an exercise in collaborative teaching and consultation for students with learning disabilities. Program design, a sample lesson, and evaluation/feedback are discussed. A timeline from a sample day and a list of collaborative teaching activities are included.

1127. **Wilcox, J., and others. (1987). Cooperative learning groups aid integration. Teaching Exceptional Children, 20(1), 61-63.**
The article describes how a teacher used cooperative learning groups to aid in the integration of a severely handicapped eight-year-old child into a regular first grade classroom. The planning stage, the eight implementation steps, and evaluation results (increased interactions between the child and peers) are outlined.

1128. **Wilczenski, F. L., Sulzer-Azaroff, B., Feldman, R. S., & Fajardo, D. E. (1987). Feedback to teachers on student engagement as a consultation tool. Professional School Psychology, 2(4), 261-272.**
Estimated the time 3 academically delayed mainstreamed students (aged 8-9 yrs old) and their peers spent participating in their classroom assignments, using the Planned Activity Check (PLAC) observation and recording system. Teachers used the information to modify instructional strategies as they saw fit. As the feedback phase continued, despite no major increases in teacher attention, the mainstreamed Ss consistently improved their participation to close to 100%. The strategy proved practical as well as effective because teachers could use their own expertise to solve the problems that were revealed by the PLAC data. This method may be broadly used by school psychologists and educators concerned with increasing levels of student participation.

1129. **Wilgosh, L. (1990). Issues in education and daily living for families of children with disabilities. Alberta Journal of Educational Research, 36(4), 299-309.**
Interviews with parents of over 80 handicapped children revealed common themes: coping; support services through a team approach; parent's advocacy role; searching for the best educational environment; characteristics of a good teacher; stress factors in family life; and parent aspirations for the child's future. Contains 28 references.

1130. **Wilgosh, L., and others. (1988). Parent views on education and daily living concerns for children with mental handicaps. Australia and New Zealand Journal of Developmental Disabilities, 14(3-4), 255-259.**
Parents of 23 Alberta, Canada, children with mild to severe mental handicaps were asked to describe their parenting experiences. Parental concerns were analyzed in terms of severity of the handicapping condition and dealt with

education and social integration, emotional stresses, future prospects, impact on the family, support systems, and parent/professional relationships.

1131. **Will, M. (1988). Educating students with learning problems and the changing role of the school psychologist. School Psychology Review, 17(3), 476-478.**
A new partnership between special education and regular education is advocated to address obstacles interfering with effective instruction for handicapped children. School psychologists must shift to a proactive position of preventing learning and instructional problems. Children must receive the best instruction and services possible within the regular classroom.

1132. **Will, M. (1987). Report from Washington. Students and the Least Restrictive Environment: A partnership of federal and local governments. PTA Today, 12(7), 20-21.**
The Education for All Handicapped Children Act established two basic principles concerned with educational placements of handicapped children that are known as the "least restrictive environment" principles. How the legislation is working is described.

1133. **Williams, D. (1990). Listening to today's teachers: They can tell us what tomorrow's teachers should know. Teacher Education and Special Education, 13(3-4), 149-153.**
Regular classroom teachers (n=114) who had taken a special education course were queried as to the value of the information presented to them, after they had begun to teach mainstreamed students. Results indicated that teachers considered the topics covered to be very important, and reported themselves to be fairly competent to deal with mainstreamed students.

1134. **Williamson-Ige, D. K., & McKitrick, E. J. (1985). An analysis of sex differences in educating the handicapped. Journal of Research and Development in Education, 18(4), 72-78.**
Sex difference characteristics among handicapped pupils need to be given attention in order to improve the overall quality of students' education. This article synthesizes and charts gender similarity and difference characteristics based on research findings and advocates actions toward improving the education of handicapped students.

1135. **Williamson, J. (1989). An extra radiator? Teachers' views of support teaching and withdrawal in developing English of bilingual pupils. Educational Studies, 15(3), 315-326.**
Explored the attitudes of 6 secondary school teachers toward withdrawal and mainstream support as ways of helping bilingual pupils develop competence in English. Ss interviewed were aware of the value of support teaching and argued in favor of it on social and pedagogic grounds. They also saw merit in withdrawal, which they felt provided a secure working environment (especially for beginning bilinguals), offered a good opportunity for follow-up of mainstream lessons, and allowed for specific language development activities more easily than mainstream support. Ss felt that support teaching in their own schools was hampered by poor organization, unhelpful attitudes on the part of some colleagues, and a general lack of status for teachers of English as a 2nd language.

1136. **Williams, T. I. (1989). A social skills group for autistic children. Journal of Autism and Developmental Disorders, 19(1), 143-155.**
Evaluated the evolution of a social skills training group for 10 autistic children (aged 9-16 yrs; IQ range 52-114) who attended a special unit that aimed to integrate them into normal school provision. At the end of 4 yrs, questionnaires were submitted for 7 Ss by the members of the unit staff who knew each child best. Results show an overall improvement in peer relationships. Ss were more likely to volunteer in group situations and to approach staff as well as to talk more freely and fluently with both peers and staff. Ss also used facial expressions more appropriately upon completion of the program.

1137. **Wilson, J. W., & McLaughlin, T. F. (1986). A review of management practices in three secondary resource room models: Teacher consultant, pull-out, and study period. B.C. Journal of Special Education, 10(4), 367-385.**
A review of the literature concerning desirable management practices associated with three secondary resource room models serving mildly handicapped students (teacher-consultant, pull-out, and study period) is followed by reported results of a survey of 80 secondary educators in British Columbia, who preferred the study period model.

1138. **Winnick, J. P. (1985). The performance of visually impaired youngsters in physical education activities: Implications for mainstreaming. Adapted Physical Activity Quarterly, 2(4), 292-299.**
Indicates that the performance of individuals with visual handicapping conditions in physical education is associated with severity of visual impairment, gender, age, activity type, method of ambulation, and parental attitudes. Each of these influences success, extent, and/or nature of participation in physical activity, which in turn results in characteristics, limitations, abilities, and needs that must be considered in order to effectively implement physical education programs in mainstreamed settings.

1139. **Winton, P. J. (1990). Promoting a normalizing approach to families: Integrating theory with practice. Topics in Early Childhood Special Education, 10(2), 90-103.**
The article proposes that conceptualizing intervention with young disabled children using the framework offered by the ABCX Model of Family Adaptation increases the likelihood that intervention will be planned and conducted in ways reflective of the normalizing approach underlying Public Law 99-457 (Education of the Handicapped Act Amendments, 1986).

1140. **Winzer, M. (1987). Mainstreaming exceptional children: Teacher attitudes and the educational climate. Alberta Journal of Educational Research, 33(1), 33-42.**
Studied the influence of educational climate on teachers' attitudes concerning the mainstreaming of exceptional children among 142 teachers in British Columbia, Canada; 109 teachers in Ontario, Canada; and 73 teachers in Western Australia. All Ss completed a Likert-type attitude scale consisting of 25 questions on the possible effects of mainstreaming on both exceptional and normal children and on the cost of mainstreaming to the classroom teacher and the school. Results indicate that the teachers in Australia, where integration is a rather new and not

wholly accepted educational policy, held significantly less favorable attitudes than did the 2 Canadian samples. Implications for inservice teacher training to promote the commitment to special educators are noted.

1141. **Winzer, M. (1985). Teacher attitudes toward mainstreaming: An appraisal of the research. B.C. Journal of Special Education, 9(2), 149-161.**
Research on teacher attitudes toward exceptional children is examined in relation to acceptance-rejection issues, underlying dimensions of attitude formation, and attempts at attitude modification.

1142. **Winzer, M., & Rose, C. (1986). Mainstreaming exceptional students: Use of the attitude survey with teachers in British Columbia. B.C. Journal of Special Education, 10(4), 309-319.**
Results of an attitude survey completed by 273 regular class teachers in British Columbia indicated cautiously positive attitudes toward the effects of mainstreaming on regular children, exceptional children, and classroom teachers. Differences on specific teacher-related variables were noted (e.g., females expressed more positive attitudes, high schools teachers least favorable).

1143. **Wohl, A., & Eshet, S. (1985). Building a learning readiness program for the mainstreamed visually impaired child in Israel. Journal of Visual Impairment and Blindness, 79(7), 312-316.**
Presents the 1st 2 parts of a 4-part program projected for the education of visually impaired children in a mainstreamed setting, with exposition of the overall purpose and the difficulties involved. The main object is the teaching of braille reading. Emphasis is placed on the individualized program for general reading-readiness skills called "I'm On My Way." The program is divided into 5 sections: auditory perception and discrimination, tactile perception and discrimination and fine motor coordination, gross motor coordination, body image awareness, and basic concepts.

1144. **Wolfson, P. L. (1991). Preparing for the mainstream. Exceptional Parent, 21(4), 24-26.**
A mother recounts the first experience of her 5.5-year-old son who has muscular dystrophy and learning disabilities with mainstreaming in a summer day camp.

1145. **Wood, F. H. (1991). Cost/benefit considerations in managing the behavior of students with emotional/behavioral disorders. Preventing School Failure, 35(2), 17-23.**
The article addresses special costs of strategies involved in maintaining students with behavior disorders in least restrictive environments including regular classrooms. Considered are factors influencing teacher choice of interventions, assumptions about classroom management, the role of the teacher, and intervention strategies and their associated costs (a chart of strategies weighted by costs is provided).

1146. **Wood, J. W. (1987). Adapting the presentation of academic content. Academic Therapy, 22(4), 385-392.**
Changing the presentation of a lesson can clarify instruction for the mainstreamed learning-disabled student and reinforce instruction for other nondisabled students. Examples are given of modifications for language arts activities, including

adaptations for oral language, reading, writing, and language process and grammar.

1147. **Wood, J. W., & Beale, A. V. (1991). Facilitating special students' transition within the school. Elementary School Guidance and Counseling, 25(4), 261-268.**
Discusses ways in which counselors can aid in the mainstreaming process of special students, especially in overall scheduling and in instructional needs. To facilitate smooth transitions between special and regular classrooms, counselors can monitor the master scheduling as well as the general scheduling of special students. Hand scheduling is necessary for these students, and it is helpful if they can change classes with other students. Instructional concerns can be addressed through in-service programs, preplacement conferences, communication with teachers and parents, counseling sessions with special students, group guidance with regular students, and curriculum modifications.

1148. **Wood, J. W., & Miederhoff, J. W. (1989). Bridging the gap. Teaching Exceptional Children, 21(2), 66-68.**
The Transition Checklist was developed to compare characteristics of mainstream settings with performance levels of students entering those settings. The checklist assesses classroom instructional methods and materials, course content, evaluation techniques and classroom management; interpersonal/social relations; and related school environments, such as cafeteria, physical education, and music/art.

1149. **Wood, J. W., & Miederhoff, J. W. (1988). A model for adapting the teacher-made test. Pointer, 33(1), 7-11.**
A practical approach is outlined for adapting teacher-made tests to meet the needs of mildy handicapped mainstreamed students. The approach calls for modifying test construction, test administration, and test sites, and teaching test-taking strategies. A table lists test-taking problems (poor comprehension, poor auditory or visual perception, embarrassment, etc.), along with possible adaptations.

1150. **Wood, J. W., and others. (1988). Adaptations for rural behavior disordered pupils in the mainstream. Rural Special Education Quarterly, 9(2), 45-51.**
Discusses instructional modifications to increase the academic success of rural behavior-disordered students in regular classes. Describes adaptations of teaching mode, media use, presentation of academic content, textbook content and organization, and test construction and administration. Contains 10 references.

1151. **Wood, J. W., and others. (1989). Adapting test construction for mainstreamed social studies students. Social Education, 53(1), 46-49.**
Focuses on adapting the construction of teacher-made social studies tests for mildly disabled mainstreamed students in grades K-12. Provides a generic model for modifying tests in order to avoid student failure due to test anxiety or the nature of the student's disability.

1152. **Wood, J. W., & Rosbe, M. (1985). Adapting the classroom lecture for the mainstreamed student in the secondary schools. Clearing House, 58(8), 354-358.**
Presents multisensory methods for adapting classroom lectures for mainstreamed students.

1153. **Wood, J. W., & Seyfarth, J. T. (1985). A study of teacher inservice training and changing teacher attitudes toward handicapped children. Action in Teacher Education, 7(3), 65-71.**
Seventy-seven teachers participated in part or all of a three-year inservice training program designed to change teachers' attitudes toward handicapped children and to assist them in meeting the special needs of the children. Results are discussed, and recommendations for inservice training of teachers are made.

1154. **Wood, J. W., & Wooley, J. A. (1986). Adapting textbooks. Clearing House, 59(7), 332-335.**
Describes six ways to adapt textbooks for studying purposes: chapter outlines, adapting chapter questions, adapting vocabulary, lowering reading levels, taping textbooks, and color coding textbooks.

1155. **Workman, S. H. (1986). Teachers' verbalizations and the social interaction of blind preschoolers. Journal of Visual Impairment and Blindness, 80(1), 532-534.**
Studied teachers' verbalizations and their relationship to the social interaction of 4 male blind preschoolers (aged 3 yrs 10 mo to 4 yrs 11 mo) in an integrated early education setting. Observations of interactions between Ss and their sighted peers were videotaped, and teachers' verbal behavior (in the intervals preceding social interaction, during sustained interaction, and during no interaction) was recorded. Results indicate that there were marked differences between strategies used preceding and during interactions and those used during no interaction, suggesting that teachers facilitated interactions between Ss and their sighted peers by the use of verbal cues. The most useful cues appeared to be descriptions of the social environment, direct prompts to the Ss, and indirect prompts to the other children in the group.

1156. **Yager, S. (1985). The effects of cooperative and individualistic learning experience on positive and negative cross-handicap relationships. Contemporary Educational Psychology, 10(2), 127-138.**
Fourth graders (n=69) were assigned to science learning conditions on a stratified random basis controlling for handicap, sex, and age. Results indicate that continued use of cooperative learning contingencies promote positive growth in interpersonal attraction, social acceptability, and self-esteem between handicapped and nonhandicapped students.

1157. **Ysseldyke, J. E., Christenson, S. L., Thurlow, M. L., & Bakewell, D. (1989). Are different kinds of instructional tasks used by different categories of students in different settings? School Psychology Review, 18(1), 98-111.**
Collected observational data on the instructional tasks used by 30 learning disabled students (aged 91-136 mo), 32 emotionally/behavior disordered students (aged 97-137 mo), 30 educable mentally retarded (EMR) students (aged 99-146

mo) and 30 regular education students (aged 91-128 mo). The specific task was coded 10 sec for 1 school day for each student. Repeated measures analyses for categories of handicapped students as a function of setting revealed only 1 category effect and 2 setting effects. EMR self-contained students spent significantly more time using other media and fetching/putting away. EMR mainstream students had a smaller portion of time devoted to readers. Findings suggest that the same instructional tasks were being used with handicapped and nonhandicapped students, as well as with different types of handicapped students.

1158. **Ysseldyke, J. E., and others. (1988). Instructional grouping arrangements used with mentally retarded, learning disabled, emotionally disturbed, and nonhandicapped elementary students. Journal of Educational Research, 81(5), 305-311.**
Examined the extent to which (1) different instructional grouping arrangements are used for different categories of mildly handicapped students in different instructional settings and (2) these differences are translated to differences in student responses. Observational data were recorded on 30 mentally retarded, 30 learning disabled, 32 emotionally/behaviorally disturbed, and 30 nonhandicapped students (all Ss aged 7 yrs 7 mo to 12 yrs 2 mo). While handicapped Ss received more individualized instruction, the only category effect that emerged was that educable mentally retarded Ss in self-contained placements spent more special education time in entire-group instruction. Active responding and academic engaged times were higher during individual instruction.

1159. **Ysseldyke, J. E., and others. (1990). Instructional arrangements: Perceptions from general education. Teaching Exceptional Children, 22(4), 4-8.**
A survey of 197 regular education teachers who had students with mild handicaps in their classrooms gathered data about structural arrangements, adapted instruction, use of adult aides, and size of groups. Results showed little indication that teachers change their instructional methods for such students.

1160. **Ysseldyke, J. E., and others. (1989). Teaching structure and tasks in reading instruction for students with mild handicaps. Learning Disabilities Research, 4(2), 78-86.**
Special education students (21 learning disabled, 12 emotionally/behaviorally disordered, 14 educable mentally retarded) and 30 nonhandicapped students were observed to identify teaching structures and tasks experienced during reading in both mainstream and special education settings. Several setting effects and a difference in the amount of time devoted to individual structures were observed.

1161. **Ysseldyke, J. E., and others. (1987). Time allocated to instruction of mentally retarded, learning disabled, emotionally disturbed, and nonhandicapped elementary students. Journal of Special Education, 21(3), 43-55.**
The school day of a total of 122 learning disabled, emotionally/behaviorally disturbed, educable mentally retarded, and nonhandicapped elementary students was observed. Findings were noted concerning time allocated to instruction in specific content areas, time spent in different school settings, and time allocated to instruction as a function of setting.

1162. **Ysseldyke, J. E., Thurlow, M. L., & Wotruba, J. W. (1989). Special education student-teacher ratios for mildly handicapped children. Journal of Special Education, 23(1), 95-106.**
A national survey of special education teachers was conducted to document current student-teacher ratios (STRs) and instructional arrangements used for students with mild handicaps (i.e., students who received some instruction in the mainstream classroom). The 54.3% response rate included 141 elementary and 79 secondary teachers. The average STR was 4.7:1, with a range of 1:1 to 15:1. Minor differences were found as a function of the students' categorical designations and the elementary vs secondary distinction. Differences were found in the reported bases that teachers with higher and lower STRs used for selecting students for instructional groupings. The most frequently identified basis, regardless of category or grade level, was the student's level of academic performance. Results also indicate that teachers generally are unfamiliar with their local district guidelines for STRs and caseloads.

1163. **Zantal-Wiener, K., and others. (1988). Early intervention services for preschool children and ensuring quality and service delivery issues and establishing successful programs. Teaching Exceptional Children, 20(3), 61-64.**
Factors affecting the success of preschool early intervention programs for children birth through age five are discussed. Specific issues covered include building a high quality program, maintaining quality instruction, integrating related services, providing the least restrictive environment, identifying participants, designing the delivery system, and pinpointing the target population.

1164. **Zawolkow, E. G., & DeFiore, S. (1986). Educational interpreting for elementary- and secondary-level hearing-impaired students. American Annals of the Deaf, 131(1), 26-28.**
Suggests special considerations in interpreting for hearing-impaired children in mainstream programs, including the variety of roles and responsibilities that may accompany this service. Excerpts are presented from interpreter guidelines developed by one countywide mainstream program. It is urged that more attention be given to preparation, evaluation, and certification for educational interpreting at the elementary and secondary levels. (6 ref).

1165. **Zigler, E., Hodapp, R. M., & Edison, M. R. (1990). From theory to practice in the care and education of mentally retarded individuals. American Journal on Mental Retardation, 95(1), 1-12.**
Examines from a historical perspective issues related to the care and education of mentally retarded individuals. Historical analysis shows that institutions and special education services spring from common, although not identical, societal and philosophical forces. The adequacy and implications of the normalization concept are discussed in relation to both deinstitutionalization and mainstreaming, with the conclusion that mental retardation workers must pay more attention to bettering the lives of retarded individuals and less to the "social address" at which interventions take place. Suggestions for the future care and education of retarded individuals are provided, and the proper role of science in the mental retardation field is discussed.

1166. **Zigmond, N., & Baker, J. (1990). Mainstream experiences for learning disabled students (Project Meld): Preliminary report. Exceptional Children, 57(2), 176-185.**
Examined the progress of 13 students at the end of 1 yr of planning and 1 yr of implementing the MELD model in 1 urban elementary school. Observational and school adjustment data from implementation suggest that although the MELD model was not fully incorporated into the mainstream classes, Ss with learning disabilities adjusted well to a less individualized and more demanding mainstream program. In the mainstream, these Ss were assigned more opportunities to work with text materials rather than workbooks in reading and spent significantly more reading time in teacher-directed lessons. Nevertheless, Ss made no significant progress in reading or math and earned lower grades during implementation. It is concluded that students with learning disabilities will not succeed in the mainstream if teachers continue "business as usual" in mainstream classes.

1167. **Zigmond, N., Kerr, N. M., & Schaeffer, A. (1988). Behavior patterns of learning disabled and non-learning disabled adolescents in high school academic classes. Remedial and Special Education (RASE), 9(2), 6-11.**
Investigated the classroom behavior patterns of 36 learning disabled (LD) 9th-11th graders in mainstream academic classes. Observational data were compared with data on 8 emotionally disturbed (ED) students and a control sample of 23 nonhandicapped students in the same mainstream classes. LD Ss came to class ill-equipped and attended to the lesson about 60% of the time. They followed teachers' procedural directions, but avoided giving information and seldom volunteered comments or questions. Data suggest that this passive behavior may be normal for high school students in regular track academic classes. The LD group was significantly less active than the ED group in class.

1168. **Zigmond, N., Levin, E., & Laurie, T. E. (1985). Managing the mainstream: An analysis of teacher attitudes and student performance in mainstream high school programs. Journal of Learning Disabilities, 18(9), 535-541.**
Conducted 4 studies in 12 urban high schools to explore the accommodative power of mainstream secondary schools and the extent to which teacher attitudes and student behaviors contributed to failure of learning disabled (LD) students in regular high school classes. In Study 1, 132 teachers from the 12 schools completed questionnaires designed to assess their attitudes toward LD adolescents. 24 teachers, two from each of 12 high schools, were interviewed in Study 2 to examine the way in which secondary school classrooms were structured and the types of modifications mainstream teachers saw as necessary to meet the needs of LD students. In Study 3, the grades of all LD students (n=253) in 12 schools were examined for the 1980 school year. In Study 4, attendance records for each term were reviewed for each LD student in each course in which a failing grade was received; there were 1,747 failing grades in 6,066 courses taken. Findings suggest that mainstream teachers recognize the low achievement of LD students but do very little that is different instructionally when these students are assigned to regular-content classes. The one adjustment that is commonly made is to lower grading standards so that LD students have a good chance of passing the course. In fact, most LD students received passing grades in most of their mainstream courses and most failing grades were in courses in which attendance records were extremely poor.

1169. **Zigmond, N., & Sansone, J. (1986). Designing a program for the learning disabled adolescent. Remedial and Special Education (RASE), 7(5), 13-17.**
Several delivery models for learning disabled (LD) secondary school students are described, including the resource room model (with special curriculum or tutoring support) self-contained classes, (with special or standard curriculum) the consultation model, and the work-study model. Factors (such as administrative practices) which influence the selection of an appropriate program are considered.

1170. **Zirkel, P. A. (1991). Special education law update II. West's Education Law Reporter, 66(3), 901-908.**
An annotated outline provides recent case law in special education since the last update in volume 56 of this journal. Based on the 1990 amendments to the Education of the Handicapped Act (EHA), references are in the form of the acronym for its new title, the Individuals with Disabilities Education Act (IDEA).

1171. **Zwiebel, A., & Allen, T. (1988). Mathematics achievement of hearing-impaired students in different educational settings: A cross-cultural perspective. Volta Review, 90(6), 287-293.**
Compared teachers' ratings of the mathematics achievement levels of approximately 300 severely to profoundly hearing-impaired Israeli students in 3 different educational settings. Settings included segregated classes (similar to US day schools); class-integrated (similar to US self-contained classrooms in local schools); and individual-integrated (similar to US mainstream classrooms). A preliminary analysis showed that students in these 3 settings differed with respect to their rated communication ability and their rated intellectual potential. A multiple-classification analysis was performed to assess whether differences in the rated math achievement levels were statistically independent of these other variables. Findings show that when variables related to communication skills and intellectual potential were held constant, teacher ratings of the math achievement levels of students in segregated classrooms were lower than teacher ratings of students in integrated educational settings.

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173. Children with special needs in private daycare centers.
176. From playgroup to preschool: Facilitating early integration experiences.
197. Effects of preschool in integration for children with disabilities.
203. Transition of young children into the elementary education mainstream.
233. A preliminary study of mainstreaming in a Louisville, Kentucky, preschool.
241. Activity structure and social interactions with peers in developmentally integrated play groups.
242. Attitudes of British Columbia directors of early childhood education centres towards the integration of handicapped children.
247. Integration of three to five year-olds with special needs.
271. A longitudinal study of graduates of special education preschools: Educational placement after preschool.
272. Preschool programming: Legal and educational issues.
282. Guidelines for integrating young children with visual impairments in general educational settings.
283. The effects of preschool integration on the development of nonhandicapped children.
285. Play behavior of hearing impaired children: Integrated and segregated settings.
288. Editorial comment. Beyond the 1981 Education Act: The policy and practice of integration.
294. Individual staff training to increase the frequency of data collection in an integrated preschool program.
303. The relationship between time in integrated environments and developmental gains in young children with special needs.
310. Model for assessing and adapting teachers' roles in mainstreamed preschool settings.
336. Integrating infants.
380. Preparing early childhood educators and paraprofessionals to work with mainstreamed handicapped children.
388. Augmenting communicative interaction between handicapped and nonhandicapped preschool children.
389. Effects of sociodramatic script training on social and communicative interaction.
403. Attitudes of mothers and fathers of nonhandicapped children.
423. Walking on a tightrope: Parents shouldn't have to walk it alone.
426. Improvised musical play: A strategy for fostering social play between developmentally delayed and nondelayed preschool children.
428. Monster in the mail: Integrating developmentally delayed and non-delayed young children through the use of play formats.
430. Major accomplishment and future directions in early childhood mainstreaming.

Early education cont'd:

431. Friendships of preschool children in mainstreamed playgroups.
432. Peer interactions in mainstreamed and specialized classrooms: A comparative analysis.
433. The peer relations of mildly delayed and nonhandicapped preschool children in mainstreamed playgroups.
434. Communicative interactions of mildly delayed and normally developing preschool children: Effects of listener's developmental level.
446. The educational progress of normal peers in an integrated preschool class with Autistic children: A preliminary report.
447. A specialized program for preschool children with autism.
449. A consulting model for providing integration opportunities for preschool children with disabilities.
460. Changes in language development among autistic and peer children in segregated and integrated preschool settings.
470. An analysis of developmentally integrated and segregated free play settings and the generalization of newly-acquired social behaviors of socially withdrawn preschoolers.
475. How do I help Jacob?
480. Patterns of social interaction of mainstreamed preschool children: Hopeful news from the field.
481. Pedagogy, special education, and the lives of young children: A critical and futuristic perspective.
497. Prosocial behaviors of handicapped and typical peers in an integrated preschool.
506. An approach to early intervention: Birth to three years.
530. Effects of social integration on preschool children with handicaps .
533. Integrating normal and handicapped preschoolers: Effects on child development and social interaction.
549. A social observation checklist for preschoolers.
550. Working together: The development of an integration program in a primary school.
576. Staff development: A key issue in meeting the needs of young handicapped children in day care settings.
582. Choosing a preschool for handicapped children: Factors in parents decision making.
586. The "shared classroom": A case study of interactions between early childhood and special education staff and children.
602. Hearing-impaired preschoolers in integrated child care.
603. Social behavior of hearing-impaired and normally-hearing preschoolers.
620. Integrated nurseries for children with special education needs. Research Supplement.
632. "No visible means of support": A tactical approach to the integration of children with Down's Syndrome into mainstream nursery provision.
650. Future trends in early childhood special education.
665. Cognitive play of mentally retarded preschoolers: Observations in the home and school.
674. Preschool integration: An experimental classroom.
680. Effects of toys on the social behavior of preschool children in integrated and nonintegrated groups: Investigation of a setting event.
683. Observations on a child with cerebral palsy and her twin sister made in an integrated nursery and at home.
695. The organization of caregiving environments: Critical issues and suggestions for future research.
700. Integrated preschooling: An overview of the literature.
707. Providing early intervention services in integrated environments: Challenges and opportunities for the future.
708. Who should be served, where and why: Special education administrators' views.

Early education cont'd:

727. Enhancing early childhood mainstreaming through cooperative learning: A brief literature review.
768. Managing small group instruction in an integrated preschool setting.
769. Mainstreaming at the preschool level: Potential barriers and tasks for the field.
770. Early childhood special education in the year 2000.
771. Reducing teacher prompts in peer-mediated interventions for young children with autism.
785. Preschool services in the schools: Issues and implications.
790. Toddler development.
792. The implementation of sample, mand, and delay techniques to enhance language of delayed children in group settings.
793. Development of integrated preschools: A qualitative inquiry into sources of resistance among parents, administrators, and teachers.
794. Increasing implementation of special education instruction in mainstream preschools: Direct and generalized effects of nondirective consultation.
795. An observational study of "partial integration" of handicapped students in a regular preschool.
799. The reality of early childhood: Head Start and the Child Development Associate (CDA).
801. Integration and socialization of exceptional children.
808. The Grit kids start school.
818. Thoughts from Sweden: The blind child at nursery school with sighted children.
825. Promoting peer regard of an autistic child in a mainstreamed preschool using pre-enrollment activities. Special issue: Cognitive and behavioral dysfunction in multiply handicapped children.
826. An integrated preschool: Developing a program for children with developmental handicaps.
831. An examination of the social skills of blind kindergarten children.
835. Parental perspectives on integrated preschool opportunities for children with handicaps and children without handicaps.
846. Education projects ease handicaps.
877. Training and support for mainstream day care staff.
878. Kindergarteners' preacademic skills and mainstreamed teachers' knowledge: Implications for special educators.
880. Preparation for transition to mainstreamed post-preschool environments: Development of a survival skills curriculum.
881. The social integration program: An analysis of the effects of mainstreaming handicapped children into day care centers.
882. Day care for handicapped children: Can we stimulate mainstream service through a day care-special education merger?
895. Promoting successful mainstreaming transitions for handicapped preschool children.
896. Increasing academic responding of handicapped preschool children during group instruction.
897. Facilitating transition times with handicapped preschool children: A comparison between peer-mediated and antecedent prompt procedures.
902. Mainstreaming during the early childhood years. Special Issue: Trends and issues in early intervention.
903. Criterion of the next environment and best practices: Mainstreaming and integration 10 years later.
906. A journey towards integration: The ABC pre-school.
935. "Peter? He comes and goes ..." First graders' perspectives on a part-time mainstream student.

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999. Mainstreaming the young hearing-impaired child: An intensive study.
1002. Deaf and hearing children together: A cooperative approach to child care.
1005. Microcomputers as social facilitators in integrated preschools.
1017. Promoting interaction among children with special educational needs in an integrated nursery.
1021. Teachers' task-related interactions with handicapped and nonhandicapped preschool children.
1026. LRE for preschool children with handicaps: What we know, what we should be doing.
1027. A response to "Preschool handicapped in Italy: A research based developmental model."
1031. Innovation in services for young children with handicaps and their families: An analysis of the handicapped children's early education program projects funded from 1982-1986.
1035. Implementation of education that is multicultural in early childhood settings: A case study of two day-care programs.
1044. Factors to be considered in integrated programs for young children: A review.
1050. Integration of children with moderate and severe handicaps into a daycare center.
1080. The unfulfilled promise of integration: Does Part H ensure different rights and results than Part B of the Education of the Handicapped Act?
1083. Social interaction in an integrated preschool: Implications and applications.
1144. Preparing for the mainstream.
1155. Teachers' verbalizations and the social interaction of blind preschoolers.

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52. Community-based, day treatment for mentally retarded adults.
87. Making adult education accessible to the deaf: A model of direct instructor communication in ASL.
110. Learners with special needs. Tutor awareness.
111. Full integration-full support: An interim report.
127. Disability Culture.
132. Integrating hearing and deaf students on a college campus: Successes and barriers as perceived by hearing students.
141. Beyond compulsory education for the mentally handicapped.
198. New ways in Hampshire.
201. Learning disabled writers and word processing: Performance and attitude gains.
206. Higher education: An attainable goal for students who have sustained head injuries.
216. Quantity and quality of participation in community environments by mentally retarded adults.
293. When the learning disabled go to college.
313. Hearing-impaired college students reach out to the community.
364. Vocational integration for persons with mental handicaps: A cross-cultural perspective.
409. Instructional strategies for special education students in vocational education. More than just tips.
412. Expanding community participation by people with disabilities: Implications for counselors.
494. Expanding opportunities: Disabled students and microcomputer instruction at Berkeley's Vista College.
496. IBM's focus: On employees' abilities...not their disabilities.
507. Successfully employed adults with handicaps: Characteristics and transition strategies.

The education of adults with special needs cont'd:

517. Career development of disabled youth: The parents' role.
520. Counseling as a strategy for mainstreaming underprepared students.
552. Can deaf students succeed in a public university?
564. Mainstreaming and post secondary educational and employment status of a Rubella cohort.
685. Teaching and training relevant community skills to mentally retarded persons.
697. Integrating the disabled into the work force: A survey of Fortune 500 company attitudes and practices.
736. Community integration for disabled people. A new approach to their vocational training and employment.
750. Loneliness and the mainstreamed hearing impaired college student.
917. The classroom participation of mainstreamed hearing-impaired college students.
945. The psychiatrically disturbed developmentally disabled adult: A behaviorally-oriented inpatient program to facilitate community integration.
964. Preparing for the 21st century: Ten critical issues for continuing educators.
1018. Fitness for the disabled university student: Extending the mainstream.
1033. L'Arche from a participant observer's perspective: The creation of universal community.
1097. Characteristics and success of deaf college students in three types of educational environments.

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1. Reading comprehension in adolescents with learning disabilities: Semantic and syntactic effects.
61. Participating in the high school mainstream: Communication skills of mildly handicapped adolescents.
62. Phonetics for the hearing-impaired university student: An alternate strategy.
77. Learning characteristics suggestive of teaching strategies in secondary mainstream classes.
79. Strategies for helping the mainstreamed student in secondary social studies classes.
91. Pupil perspectives on remedial education: An empirical comment.
123. A high school behavior disorder program focused on mainstreaming.
137. Confrontation and adaptation.
139. Drifting towards segregation.
140. Effectiveness of a concept teaching routine in enhancing the performance of LD students in secondary-level mainstream classes.
150. Interpreting report card grades in secondary schools: Perceptions of handicapped and nonhandicapped students.
158. Grading handicapped pupils: Review and position statement.
171. PL 94-142 at age 10: Teachers. Toward a less restrictive "Least Restrictive Environment".
172. The kids-in-between: Some solutions.
190. School-aged transition services: Options for adolescents with mild handicaps.
212. Social skills instruction in secondary education: Are we prepared for integration of difficult-to-teach students?
222. Making texts more readable.
230. Comprehension instruction for high school learning disabled students.
254. Academic grades of ninth-grade urban learning-disabled students and low-achieving peers.

The education of secondary students with special needs cont'd:

278. For our kids, going to the mall is a real education.
309. Reflections on the integration of children with learning difficulties into secondary mathematics classes.
316. Everyone belongs with the MAPS action planning system.
321. Life in the mainstream: Deaf college freshmen and their experiences in mainstreamed high school.
331. Tim becomes an eagle scout.
356. Growing in silence - The deaf adolescent.
365. Factors predictive of the development of literacy in profoundly hearing-impaired adolescents.
369. Transporting behaviorally disordered adolescents: A descriptive analysis.
379. Adolescents' views of their physically handicapped peers: A comparative study.
405. Instructional strategies for students with special needs in integrated vocational education settings. Enhancing educationl opportunities.
407. The relationship between student self-ratings and teacher ratings of special needs students' interpersonal relations skills.
411. Using teacher ratings to determine if the learning disabled are ready for the regular classroom.
413. A descriptive profile of mainstreamed orthopedically handicapped tenth graders.
414. A national survey of mainstreamed hearing impaired high school sophomores.
415. Learning disabled 10th graders in mainstreamed settings: A descriptive analysis.
416. A profile of learning disabled twelfth-graders in regular classes.
441. Disability simulation for regular education students.
442. A statewide examination of secondary special education for students with mild disabilities: Implications for the high school curriculum.
443. Insuring classroom success for the LD adolescent.
459. Meeting the needs of special high school students in regular education classrooms.
464. Changing teaching practices in mainstream classrooms to improve bonding and behavior of low achievers.
468. Designated vocational instruction: Instructional support strategies.
504. Construction and implementation of graphic organizers for academically handicapped and regular secondary students.
505. Teaching social studies to high school students with academic handicaps in a mainstreamed setting: Effects of a computerized study guide.
517. Career development of disabled youth: The parents' role.
522. The intent of secondary special education.
529. Development of a school building model for educating students with handicaps and at-risk students in general education classrooms.
575. A communicative orientation for mainstreaming ESL students.
594. Guided notes, review, and achievement of secondary students with learning disabilities in mainstream content courses.
595. Using guided notes to aid learning-disabled adolescents in secondary mainstream settings.
599. Activating the inactive learner: Advance organizers in the secondary content classroom.
604. Components of cooperative learning: Effects of collaborative skills and academic group contingencies on achievement and mainstreaming.
627. A unique equation: Learning strategies + generalization = success.
631. Implications of mainstream classrooms for adolescents with spina bifida.
657. Classwide tutoring with mildly handicapped high school students.
658. Classwide student tutoring teams: The effects of peer-mediated instruction on the academic performance of secondary mainstreamed students.

The education of secondary students with special needs cont'd:

659. Involving behaviorally disordered adolescents in instructional planning: Effectiveness of the GOAL procedure.
660. Procedure for mainstreaming handicapped adolescents into regular education classrooms.
662. The "regular education initiative" in secondary schools: Deterrents and directions.
671. Facilitating mainstreaming through cooperative learning.
693. Exemplary program: Sharing responsibility.
710. Rehabilitation resource programs in Campbell River.
718. Changing the "I" to "We": Effective mainstreaming through cooperative teaching.
732. "Hip" adolescents learn to tackle their problems together.
737. Peer tutoring in special education: Effects on the academic achievement of secondary students with mild handicaps.
738. Evaluating curriculum design in the context of active teaching.
802. Training needs of secondary industrial education teachers working with handicapped students.
807. Perspectives from Canada: Language submersion in the high school English classroom: Some causes for concern.
815. Mainstreaming in secondary schools: How successful are plans to implement the concept?
816. Provision for children with special educational needs in Oxfordshire secondary schools.
817. Self-monitoring of on-task behavior by adolescents with learning disabilities.
819. The use of normative sampling as an aid in determining appropriate education placements.
827. The modes of communication used in junior and senior high school classrooms by hearing-impaired students and their teachers.
829. Stereotyping and intergroup perceptions of disabled and nondisabled children: A new perspective.
833. Three cheers for sign language class.
834. Using a team approach when mainstreaming special needs students.
843. Special students.
852. The attitudes of deaf and normal hearing high schoolers toward school, each other and themselves: Mainstreamed and self-contained comparisons.
853. The attitudes of teachers toward mainstreaming of hearing impaired high schoolers.
858. Grading mainstreamed special needs students: Determining practices and attitudes of secondary vocational educators using a qualitative approach.
861. Mainstreaming: Reality or myth?
867. An integrated approach to special education and vocational training.
870. Profile differences between successfully and unsuccessfully mainstreamed violent and assaultive youth.
885. Assigned, received, and reciprocal social status of adolescents with and without mild mental retardation.
886. Regular classroom sociometric status of behaviorally disordered adolescents.
901. Competencies for mainstreaming secondary level learning disabled students.
919. Attitude of secondary teachers toward mainstreaming.
926. "I Want to Go to Old Town High:" Private vs Public Education.
929. Effects of generalization instruction on the written language performance of adolescents with learning disabilities in the mainstream classroom.
933. Interpersonal problem-solving skills and classroom behavioral adjustment in learning disabled adolescents and comparison peers.
936. PSME and children with SEN. Special Issue: Curriculum development.

The education of secondary students with special needs cont'd:

937. Implementing the regular education initiative in secondary schools: A different ball game.
941. Urban vocational/technical program completers with learning disabilities: A follow-up study. Employment prospects for students with learning disabilities.
943. Reconstructive elaborations: A model for content area learning.
944. The Holy Cross integration project: Successful mainstreaming of the hearing impaired.
953. Social distance and behavioral attributes of developmentally handicapped and normal children.
957. Adolescent physical fitness: A comparative study.
959. Classroom modification for mainstreamed hyperactive adolescent students.
967. Systemic/behavioral interventions for behaviorally disordered adolescents.
992. Reducing the disruptive behavior of junior high school students: A classroom self-management procedure.
996. Schoolwide study skills program: The key to mainstreaming.
1046. Analysis of handicapped vocational student misbehaviors in the classroom and laboratory.
1067. An analysis of mainstream consultation outcomes for secondary students identified as learning disabled.
1068. Mainstream consultation in secondary settings: The Pine County model.
1070. Research and trends in employment of adolescents with handicaps.
1074. Hinsdale South High School: A view from the mainstream.
1075. Behavior and achievement of mainstreamed junior high special class students.
1084. Assessment of problem behavior in visually handicapped adolescents.
1124. How should we respond to change?
1137. A review of management practices in three secondary resource room models: teacher consultant, pull-out, and study period.
1152. Adapting the classroom lecture for the mainstreamed student in the secondary schools.
1167. Behavior patterns of learning disabled and non-learning disabled adolescents in high school academic classes.
1168. Managing the mainstream: An analysis of teacher attitudes and student performance in mainstream high school programs.
1169. Designing a program for the learning disabled adolescent.

The education of students identified as gifted:

16. Things are in action: The discovery program/exploration camps. Lunch session.
418. Self-efficacy differences among mildly handicapped, gifted, and nonhandicapped students.

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502. Emerging patterns of services and case findings for children with HIV infection.
551. The Education for All Handicapped Children Act: Coverage of children with Acquired Immune Deficiency Syndrome (AIDS).
751. Special education children with HIV infection: Standards and strategies for admission to the classroom.

The education of students with behavior problems or autism:

26. The beginnings of outreach work and behavioral support in Oldham.
29. "But I wouldn't want to go back."
68. Facilitating mainstreaming of students with behavioral disorders using classwide peer tutoring.
72. Correlates of classroom behavior problems among learning disabled and nondisabled children in mainstream classes.
75. Generalization and setting specificity of behavioral deficits among learning disabled students.
81. Mainstream and special class strategies for managing behaviorally disordered students in secondary classes.
112. The regulation education initiative: Patent medicine for behavioral disorders.
123. A high school behavior disorder program focused on mainstreaming.
137. Confrontation and adaptation.
153. Educator perceptions of behavior problems of mainstreamed students.
182. Ecological Perspectives on Emotional Disturbance.
259. Regular and special educator perceptions of nonacademic skills needed by mainstreamed students with behavioral disorders and learning disabilities.
265. The utilization of behavior management in mainstreaming in physical education.
268. Provincial and territorial government responses to behaviorally disordered students in Canada - 1988.
269. Getting better makes it worse: Some obstacles to improvement in children with emotional and behavioral difficulties.
270. Using systems theory: The Benfield approach. Special Issue: INSET and special needs: In-service training in the new era.
273. Social integration of autistic children: Evaluation and recommendations.
369. Transporting behaviorally disordered adolescents: A descriptive analysis.
374. Behavior disorders: Strategies for the music teacher.
381. The social reception of mainstreamed children in the regular classroom.
400. Teaching tips from a recovered autistic.
404. How education guidance centres can help.
429. Observing the work of a tutorial unit.
436. Integration from special to ordinary schools in Oxfordshire.
446. The educational progress of normal peers in an integrated preschool class with Autistic children: A preliminary report.
447. A specialized program for preschool children with autism.
448. Group consultation with mainstream teachers.
460. Changes in language development among autistic and peer children in segregated and integrated preschool settings.
485. A positive approach to classroom behavior problems.
491. Observational assessment for planning and evaluating educational transitions: An initial analysis of template matching.
495. Social skills for behaviorally disordered children as preparation for mainstreaming: Theory, practice, and new directions.
525. Behavior management strategies for emotionally disturbed young children in an integrated setting.
567. Characteristics of students placed in special programs for the seriously emotionally disturbed.
581. Reducing aggressive behaviors in special and regular class settings by training alternative social responses.
629. Goodbye behavior units, hello support services: Home-school support for pupils with behavior difficulties in mainstream schools.

The education of students with behavior problems or autism cont'd:

630. The social behavior of autistic children with younger and same-age nonhandicapped peers.
634. Behavioral treatment and normal educational and intellectual functioning in young autistic.
648. The quality of IEP objectives and their relevance to instruction for students with mental retardation and behavioral disorders.
659. Involving behaviorally disordered adolescents in instructional planning: Effectiveness of the GOAL procedure.
702. A consultation model for rural schools.
709. Rehabilitation resource programs in B.C. schools.
710. Rehabilitation resource programs in Campbell River.
724. Adapting test construction for mainstreamed mathematics students.
740. Locus of control and achievement in emotionally disturbed children in segregated classes.
746. Regular education initiative.
771. Reducing teacher prompts in peer-mediated interventions for young children with autism.
778. Experienced teachers look at mainstreaming: A study done in the Ottawa-Carleton area.
789. Where are we in the education of emotionally disturbed children?
811. Training handicapped studens in the mainstream to use self-evaluation techniques.
819. The use of normative sampling as an aid in determining appropriate education placements.
825. Promoting peer regard of an autistic child in a mainstreamed preschool using pre-enrollment activities. Special issue: Cognitive and behavioral dysfunction in multiply handicapped children.
855. Excellence in Education: Focus on the Special Child
860. Some thoughts on future trends in the education of individuals with autism.
868. Description and formative evaluation of attendance in a parent program involving reintegration of conduct-disordered students into regular classes.
869. Differences in learning styles between successfully and unsuccessfully mainstreamed violent and assaultive youth.
870. Profile differences between successfully and unsuccessfully mainstreamed violent and assaultive youth.
883. Bi-directional social status of behaviorally disordered and nonhandicapped elementary school pupils.
886. Regular classroom sociometric status of behaviorally disordered adolescents.
891. A developmental view of children's behavioral tolerance.
893. Classroom context and teachers' perceptions of problem behaviors.
894. Monitoring behavior of mainstreamed emotionally disturbed students.
897. Facilitating transition times with handicapped preschool children: A comparison between peer-mediated and antecedent prompt procedures.
912. Peer tutoring versus structured interaction activities: Effects on the frequency and topography of peer initiations.
914. Procedures for facilitating integration of autistic children in public school settings.
967. Systemic/behavioral interventions for behaviorally disordered adolescents.
970. Parents' mainstreaming modification preferences for children with educable mental handicaps, behavior disorders, and learning disabilities.
981. Differences in the classroom behaviors of behaviorally disordered and regular class children.
992. Reducing the disruptive behavior of junior high school students: A classroom self-management procedure.

The education of students with behavior problems or autism cont'd:

1016. How to look and what to ask: Improving the classroom life of children with behavorial and emotional disorders.
1046. Analysis of handicapped vocational student misbehaviors in the classroom and laboratory.
1087. TLC - Teaching, learning and caring: Teaching interpersonal problem-solving skills to behaviorally disordered adolescents.
1136. A social skills group for autistic children.
1145. Cost/benefit considerations in managing the behavior of students with emotional/behavioral disorders.
1150. Adaptations for rural behavior disordered pupils in the mainstream.
1157. Are different kinds of instructional tasks used by different categories of students in different settings?
1160. Teaching structure and tasks in reading instruction for students with mild handicaps.
1161. Time allocated to instruction of mentally retarded, learning disabled, emotionally disturbed, and nonhandicapped elementary students.

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54. Is it really English for everyone?
61. Participating in the high school mainstream: Communication skills of mildly handicapped adolescents.
92. Frequency of word usage by nondisabled peers in integrated preschool classrooms.
149. Integrating AAC instruction into regular education settings: Expounding on best practices.
181. Getting into the classroom and making it work.
262. Speech language pathology and the regular education initiative.
388. Augmenting communicative interaction between handicapped and nonhandicapped preschool children.
389. Effects of sociodramatic script training on social and communicative interaction.
434. Communicative interactions of mildly delayed and normally developing preschool children: Effects of listener's developmental level.
456. Teaching social language to moderately handicapped students.
460. Changes in language development among autistic and peer children in segregated and integrated preschool settings.
499. Meeting the needs of culturally and linguistically diverse exceptional learners: Prereferral to mainstreaming.
728. Classroom-based language intervention.
734. Modification of children's speech as a function of the perceived intellectual capacity of the listener.
764. Providing language remediation in the classroom: An integrated language-to-reading intervention method.
792. The implementation of sample, mand, and delay techniques to enhance language of delayed children in group settings.
827. The modes of communication used in junior and senior high school classrooms by hearing-impaired students and their teachers.
871. Teaching test taking skills.
966. Out of the broom closet and into the classroom: The emerging SLP.
1114. Classroom discourse and the hearing-impaired child.

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2. Readership survey results.
22. Social integration of hearing-impaired children: Fact or fiction?
23. Social and emotional adjustment of hearing-impaired children in ordinary and special schools.
49. Using your face to communicate.
62. Phonetics for the hearing-impaired university student: An alternate strategy.
85. Meeting the integration needs of partially hearing unit pupils: A discussion paper.
87. Making adult education accessible to the deaf: A model of direct instructor communication in ASL.
111. Full integration-full support: An interim report.
113. Service delivery alternatives for the mainstreamed hearing-impaired child.
126. Framework for appropriate programs for deaf children: Conference of educational administrators serving the deaf.
132. Integrating hearing and deaf students on a college campus: Successes and barriers as perceived by hearing students.
142. Designing an integration rating guide.
171. PL 94-142 at age 10: Teachers. Toward a less restrictive "Least Restrictive Environment".
178. The hearing-impaired child in the mainstream: A survey of the attitudes of regular classroom teachers.
237. Reverse mainstreaming: A successful model for interaction.
255. Mainstreaming from a residential setting.
284. Let those without bias cast the first stone: A reply to Fischgrund.
285. Play behavior of hearing impaired children: Integrated and segregated settings.
298. Identifying attitudes to encourage change.
306. A response to Esposito and Koorland: A bias in search of supporting data.
307. Increasing the social integration of hearing-impaired children in a mainstream school setting.
308. No longer deaf to their needs.
312. Preferential seating is NOT enough: Issues in classroom management of hearing-impaired students.
313. Hearing-impaired college students reach out to the community.
321. Life in the mainstream: Deaf college freshmen and their experiences in mainstreamed high school.
322. Reflections of a group of deaf adults on their experiences in mainstream and residential school programs in the Unites States.
335. A survey of questions posed by regular classroom teachers integrating hearing impaired students in Nova Scotia and New Brunswick.
356. Growing in silence - The deaf adolescent.
365. Factors predictive of the development of literacy in profoundly hearing-impaired adolescents.
387. Parent checklist for placement of a hearing-impaired child in a mainstreamed classroom.
408. PL 94-142 at Age 10: Perspective. Unrealized promises: Reflections on PL 94-142 and the Education of Deaf Children.
414. A national survey of mainstreamed hearing impaired high school sophomores.
513. Hearing for success in the classroom.
524. Drawing the outsiders in: Deaf students in the mainstream.
538. Mainstreaming hearing-impaired students: The effect of effort in communicating on cooperation and interpersonal attraction.

The education of students with hearing impairments cont'd:

541. The behavioral structure of an eighth-grade science class: A mainstreaming preparation strategy.
542. The instructional patterns of two fourth-grade spelling classes: A mainstreaming issue.
543. Mainstreaming the hearing impaired student: An area of preparation responsibility for teacher training programs: A pilot study.
548. Mainstreaming? It all depends...
552. Can deaf students succeed in a public university?
564. Mainstreaming and post secondary educational and employment status of a Rubella cohort.
577. The revision of an instrument to measure the capacity of hearing-impaired adolescents to cope.
578. The effects of integration on the mathematics achievement of hearing impaired adolescents.
579. Mathematics achievement of hearing impaired adolescents in different placements.
596. A clarification of the roles and responsibilities of teachers, students and interpreters in a mainstream setting.
597. Helping individual students in mainstream classes.
602. Hearing-impaired preschoolers in integrated child care.
603. Social behavior of hearing-impaired and normally-hearing preschoolers.
642. Communication is the key to providing effective support for teachers of mainstreamed students.
643. Competencies critical to teachers of students with hearing impairments.
644. Mainstreaming hearing-impaired students: Perceptions of regular educators.
645. Collaborative consultation: A method for improving educational services for mainstreamed students who are hearing impaired.
647. Pupils' attitudes to integration.
655. Hearing impaired children in Swedish education.
666. Parents and mainstreaming.
676. Reducing ethnocentrism.
679. Classroom teachers' knowledge of hearing disorders and attitudes about mainstreaming hard-of-hearing children.
687. Self-perception of socialization: The effects of hearing status, age, and gender.
688. Adapting the classroom environment.
715. Social experiences of hearing-impaired high school youth.
732. "Hip" adolescents learn to tackle their problems together.
739. The cycle changes: Elementary and secondary education in the 1990s.
747. Academic library service to deaf students: Survey and recommendations.
750. Loneliness and the mainstreamed hearing impaired college student.
766. Questions and answers about deafness: Introducing hearing loss to students.
827. The modes of communication used in junior and senior high school classrooms by hearing-impaired students and their teachers.
832. Multiculturalism and the deaf: An educational manifesto.
833. Three cheers for sign language class.
851. Analysis of educational interpreter services for hearing-impaired students.
852. The attitudes of deaf and normal hearing high schoolers toward school, each other and themselves: Mainstreamed and self-contained comparisons.
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859. Enjoying each other's company: Our model mainstream classroom.
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916. Dimensions of mainstreaming.
917. The classroom participation of mainstreamed hearing-impaired college students.
918. Characteristics of successful mainstreamed hearing-impaired students: A review of selected research.
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1004. The use of criteria in decision making regarding the placement of hearing impaired children.
1028. The sky's the limit.
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1049. Selected parent and program attributes and hearing impaired children's mainstream education experiences.
1074. Hinsdale South High School: a view from the mainstream.
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1104. Bale's talking hands.
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1111. Contact with mainstreamed disabled children and attitudes towards disability: A multi-dimensional analysis.
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14. Social judgements of integrated and segregated students with mental retardation toward their same-age groups.
27. Process-based interventions for retarded students.
47. Regular and special education principals' perceptions of an integration program for students who are intellectually handicapped.
52. Community-based, day treatment for mentally retarded adults.

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57. Altering attitudes toward the mentally handicapped through print and nonprint media.
121. Effects of contextual competence on social initiations.
124. Social acceptance of mentally retarded children in regular schools in relation to years mainstreamed.
135. There is more than a zip code to changes in services.
141. Beyond compulsory education for the mentally handicapped.
154. Attitudes toward mentally handicapped persons: A reliability study.
161. Perceptions of mental retardation and mental illness.
162. Integration of Down's Syndrome children in the primary school: A longitudinal study of cognitive development and academic attainments.
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195. Measurement of adaptive behavior: Origins, trends, issues.
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209. Cooperative groups and microcomputer instruction: Combining technologies.
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330. I helped my son into the mainstream.
331. Tim becomes an eagle scout.
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377. Integrated education in Quebec: Breaking the barriers.
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665. Cognitive play of mentally retarded preschoolers: Observations in the home and school.
681. Three cheers for yoga! A Brighton experiment in adult education for the mentally handicapped.

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694. The effect of an integration program on teacher and student attitudes to mentally handicapped children.
711. Classroom interactions of mildly intellectually disabled children in special and regular classrooms.
719. With a little help from their friends: Use of social support systems by persons with retardation.
720. The religious education of persons with mental retardation.
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836. Improving attitudes of nonretarded fourth graders toward people who are mildly mentally retarded: Implications for mainstreaming.
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906. A journey towards integration: The ABC pre-school.
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975. Effects of social behavior on children's attitudes toward their mildly and moderately mentally retarded peers.
978. Relationship between children's attitudes toward and their social acceptance of mentally retarded peers.
1033. L'Arche from a participant observer's perspective: The creation of universal community.
1036. Educational provision for mildly intellectually disabled children in Queensland: Development and decline.
1045. The social adaptation of mainstreamed mildly retarded children.

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1054. Philosophical considerations for the curriculum of mentally retarded children.
1069. Effects of segregated and integrated programs on the participation and social interaction of moderately mentally handicapped children in play.
1075. Behavior and achievement of mainstreamed junior high special class students.
1081. Including all children.
1106. Playground skills of moderately mentally handicapped youngsters in integrated elementary schools.
1121. Leadership for education of the mentally handicapped.
1127. Cooperative learning groups and integration.
1130. Parent views on education and daily living concerns for children with mental handicaps.
1157. Are different kinds of instructional tasks used by different categories of students in different settings?
1160. Teaching structure and tasks in reading instruction for students with mild handicaps.
1161. Time allocated to instruction of mentally retarded, learning disabled, emotionally disturbed and nonhandicapped elementary students.
1165. From theory to practice in the care and education of mentally retarded individuals.

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6. Integrated classroom versus resource model: Academic viability and effectiveness.
31. Musical differences in learning-disabled and normal-achieving readers, aged seven, eight and nine.
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59. Self-perceptions of nonhandicapped children and children with learning disabilities in integrated classes.
70. The effect of special class placement on the self-concept of children with learning disabilities.
72. Correlates of classroom behavior problems among learning disabled and nondisabled children in mainstream classes.
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95. Mainstreaming: From compliance to quality.
96. The focus of advocacy in the LD field.
100. Folk and fairy tales for the learning disabled: Tips for enhancing understanding and enjoyment.
136. Implications of the learning disabilities definition for the regular education initiative.

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137. Confrontation and adaptation.
138. Classroom organisation and interactions of pupils with moderate learning difficulties in mainstream and special schools.
140. Effectiveness of a concept teaching routine in enhancing the performance of LD students in secondary-level mainstream classes.
147. Peer tutoring with the learning disabled: A critical review.
157. The general education initiative and children with special needs: A false dilemma in the face of true problems.
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199. Achievement level, social class, and the self-concepts of mildly handicapped children.
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221. The search for excellence: An encore.
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239. Dimensions of self-concept in primary and middle school learning disabled and nondisabled students.
249. Supporting the mainstream: Do we know how?
254. Academic grades of ninth-grade urban learning-disabled students and low-achieving peers.
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259. Regular and special educator perceptions of nonacademic skills needed by mainstreamed students with behavioral disorders and learning disabilities.
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293. When the learning disabled go to college.
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337. Academic engagement of elementary school children with learning disabilities.
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392. The buddy system: A reintegration technique.
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421. Sociometric differences between mildly handicapped and nonhandicapped Black and White students.
443. Insuring classroom success for the LD adolescent.
490. Teaching with videodiscs and teacher fractions with videodiscs and mainstreaming students with learning disabilities for videodisc math instruction.
515. Computer-aided instruction and the mainstreamed learning disabled student.

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528. Students' preferences for service delivery: Pull-out, in-class, or integrated models.
540. Different cooperative learning procedures and cross-handicap relationships.
572. Planning and implementing effective instruction in physical education for students with learning disabilities.
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767. A sociometric analysis of between-group differences and within-group status variability of Hispanic learning disabled and nonhandicapped pupils in academic and play contexts.
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941. Urban vocational/technical program completers with learning disabilities: A follow-up study. Employment prospects for students with learning disabilities.

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950. Changing negative peer attitudes toward students with learning disabilities.
959. Classroom modification for mainstreamed hyperactive adolescent students.
961. The regular education initiative: A deja vu remembered with sadness and concern.
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1043. TELSQA and the mainstreamed LD social studies student.
1056. Room management in mainstream education.
1072. "Much to do about nothing." A clarification of issues on the regular education initiative.
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1161. Time allocated to instruction of mentally retarded, learning disabled, emotionally disturbed, and nonhandicapped elementary students.
1166. Mainstream experiences for learning disabled students (Project Meld): Preliminary report.
1167. Behavior patterns of learning disabled and non-learning disabled adolescents in high school academic classes.
1169. Designing a program for the learning disabled adolescent.

The education of students with physical disabilities:

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28. Personal, social, and educational adjustments of physically disabled pupils in ordinary schools.
46. Physically disabled pupils in mainstream schools.
55. Project gateway.
106. It's a long way to second base: Reflections on mainstreaming.
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315. Just one of the kids.
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The education of students with physical disabilities cont'd:

332. Integration: The social dimension.
376. What distinguishes integrated and segregated physically disabled pupils.
379. Adolescents' views of their physically handicapped peers: A comparative study.
413. A descriptive profile of mainstreamed orthopedically handicapped tenth graders.
436. Integration from special to ordinary schools in Oxfordshire.
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475. How do I help Jacob?
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551. The Education for All Handicapped Children Act: Coverage of children with Acquired Immune Deficiency Syndrome (AIDS).
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932. Disability as a moral experience: Epilepsy and self in routine relationships.
974. Educating the head injured: A continum of programs and services.
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1014. Tourette Syndrome in the classroom: special problems, special needs.
1066. Coping and adaptation by children with mild physical differences.
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8. Rehabilitation of visually handicapped Indians: The problem and the numbers.
97. Identifying the components of success in mainstreaming.
223. Meeting the unique educational needs of visually impaired pupils through appropriate placement.
234. Reading schemes for partially sighted beginning readers.
256. Educating blind and visually impaired children in Western Australia.
280. Comprehensive services for visually handicapped children in Wisconsin.
282. Guidelines for integrating young children with visual impairments in general educational settings.
296. Integrated education in India: Benefits and problems.
328. Microslide cassette programs for low vision students.
333. Thoughts from Canada: Starting school -- emotional considerations.
336. Integrating infants.
348. Categorical services in the age of integration: Paradox or contradiction?
462. Meeting the unique needs of pupils with visual impairments.
463. Visually impaired students in higher education in Norway.
469. Educational deficit: An inappropriate service criterion for children with visual impairments.
483. Mainstreaming visually impaired children: The need for modifications.
488. How to integrate the visually impaired.

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510. Generic and specialized services: Impact on consumers.
519. Making information accessible to blind and visually impaired mainstreamed students.
550. Working together: The development of an integration program in a primary school.
559. Education of the blind and visually impaired population of Israel.
584. Determining the reading medium for visually impaired students via diagnostic teaching.
652. The teaching of music to primary children in schools for the visually handicapped compared with mainstream schools.
725. Factors involved in supporting visually impaired children in mainstream schools. Special Issue: SEN support.
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788. Mainstreaming the gifted visually impaired child.
797. Seminar on integration of the blind child in the ordinary primary school.
818. Thoughts from Sweden: The blind child at nursery school with sighted children.
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865. A cognitive approach to reducing stereotypic head rocking.
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1020. The Community Adjustment Program (CAP) for visually impaired adolescents.
1084. Assessment of problem behavior in visually handicapped adolescents.
1138. The performance of visually impaired youngsters in physical education activities: Implications for mainstreaming.
1143. Building a learning readiness program for the mainstreamed visually impaired child in Israel.
1155. Teachers' verbalizations and the social interaction of blind preschoolers.

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250. A case for exclusive sections of the basic oral communication course: International ESL students.
324. Hispanic students at risk: Do we abdicate or advocate?
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757. A short bibliography for mainstream teachers with ESL students.
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780. Assessment and intervention model for the bilingual exceptional student (AIM for the BEST).

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809. Schools' and teachers' roles in educating bilingual handicapped students.
1088. Survey of current practices in the psychological assessment of limited-English-proficiency handicapped children.
1135. An extra radiator? Teachers' views of support teaching and withdrawal in developing English of bilingual pupils.

Legal issues/philosophical issues/program evaluations:

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17. An analysis of one of the cornerstones of the regular education initiative.
20. Synthesis of research on compensatory and remedial education.
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41. Early schooling for children with special needs.
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71. The case against mainstreaming: Empirical support for the political backlash.
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98. Special education placement: Is it what you know or where you live?
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116. Instructional consequences in mainstreamed middle school classes: Reinforcement and corrections.
117. The school-based team: A model for development and maintenance.
122. The principal, ethics, and special education decisions.

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134. Rainbow connection instructional guide.
135. There is more than a zip code to changes in services.
136. Implications of the learning disabilities definition for the regular education initiative.
139. Drifting towards segregation.
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146. Special education in American cities: A descriptive study.
148. The regular education initiative debate: A view from the field.
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173. Children with special needs in private daycare centers.
174. Special education in the least restrictive environment: Mainstreaming or maindumping?
186. Issues in implementing the adaptive learning environments model.
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248. Adapting behavioral approaches to the local authority environment.
252. An investigation of the effect of due process hearing officer occupation on placement decisions.
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257. Stigma--narrowing the gap.
261. From tutorial unit to schools' support services.
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272. Preschool programming: Legal and educational issues.
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333. Thoughts from Canada: Starting school -- emotional considerations.
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340. Prereferral intervention through teacher consultation: Mainstream assistance teams.
341. Response to Wang and Walberg.
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345. Students with special needs: Lessons from comparisons.
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350. INSET and the whole-school approach.
351. Meeting special educational needs in the ordinary school? Or creating them?
352. School effectiveness, special educational needs, and educational psychologists.
357. EPIC School: An adventure in the least restrictive alternative.
360. Beyond special education: Toward a quality system for all students.
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367. Special and remedial education in the classroom: Theme and Variations.
368. Public integration of students with handicaps: Where it's been, where it's going, and how it's getting there.
371. Teaching handicapped students in a litigious society.
375. Planning de-segregation.
383. Data-based consultation case study: Adaptations of researched best practices.
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393. Social facilitation effects in mainstream classes.
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397. Contextual influences on integration in Australia: Overview of a report to the Commonwealth schools.
398. Directions for integration in Australia: Overview of a report to the Commonwealth Schools Commission.
410. Settings or setting events as treatment in special education? A review of mainstreaming.
422. Parent-professional partnership--and the IEP.
430. Major accomplishments and future directions in early childhood mainstreaming.

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439. Examining the research base of the regular education initiative: Efficacy studies and the adaptive learning environments model.
448. Group consultation with mainstream teachers.
449. A consulting model for providing integration opportunities for preschool children with disabilities.
451. Parent perceptions of the integration transition process: Overcoming artificial barriers.
467. Resource room: Space and concepts.
472. Determining the success of educational integration.
473. Integration and teaching: Some lessons from practice.
474. Supporting the ordinary school.
476. The regular education initiative: A concerned response.
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479. The multidisciplinary team: Training educators to serve middle school students with special needs.
482. Integration in Canada: Implications for the certification of regular education teachers.
487. Collaboration for learning: Strategies for program success.
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667. The therapeutic class teacher: A therapist or a teacher?
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1096. Fostering physical activity among Canadians with disabilities.
1098. Mainstreaming programs: Design features and effects.
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1145. Cost/benefit considerations in managing the behavior of students with emotional/behavioral disorders.
1146. Adapting the presentation of academic content.

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1162. Special education student-teacher ratios for mildly handicapped children.
1165. From theory to practice in the care and education of mentally retarded individuals.
1169. Designing a program for the learning disabled adolescent.
1170. Special education law update II.

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55. Project gateway.
128. Placement of mildly handicapped children in mainstream physical education.
131. The integration of children with movement problems into the mainstream games curriculum.
179. Leisure and recreation of exceptional children: Theory and practice.
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245. The ecology of integration: A descriptive rural perspective.
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440. Effects of a peer-mediated aerobic conditioning program on fitness measures with children who have moderate and severe disabilities.
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521. The playground. A social entity for mainstreaming.
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Physical education cont'd:

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23. Social and emotional adjustment of hearing-impaired children in ordinary and special schools.
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185. Research and practice in three areas of social competence: Social assertion, interviewing skills, and conversational ability.
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151. Are our future teachers prepared for the stress that lies ahead?
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Teacher preparation and inservice cont'd:

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172. The kids-in-between: Some solutions.
224. Are education students being prepared for mainstreaming?
253. Special educator predictions of regular class teacher attitudes concerning mainstreaming.
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Teacher preparation and inservice cont'd:

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611. The efficacy of two training approaches on attitudes of prospective teachers toward mainstreaming.
621. Scholastica institute: An innovative learning disability program for teachers and middle years students.
624. Preservice teacher education in Canada: Is it meeting the challenge of mainstreaming?
628. Attitudes of elementary, middle and high school teachers toward mainstreaming: Implications for job satisfaction.
635. Clothing teachers' preparation needs to meet challenges of mainstreamed students.
642. Communication is the key to providing effective support for teachers of mainstreamed students.
643. Competencies critical to teachers of students with hearing impairments.
661. Resolving problems of mainstreaming: Effects of training educational administrators in interpersonal problem solving with staff members.
669. Managing resistance to instructional modifications in mainstreamed environments.
677. Special education vs. "Regular" Education: Bridging the culture gap.
698. Regular education teacher consultant.
701. Administrative support for mainstreaming learning disabled students.
702. A consultation model for rural schools.
703. Meeting special education personnel needs in rural and developing areas.
718. Changing the "I" to "We": Effective mainstreaming through cooperative teaching.

Teacher preparation and inservice cont'd:

721. Do pull-in programs foster teacher collaboration?
744. Resource room teachers: Use them!
755. Regular educators' modification preferences for mainstreaming mildly handicapped children.
759. Faculty willingness to accommodate students with learning disabilities: A comparison among academic divisions.
773. Attitudes towards integration: An exploratory method for use with professional groups.
778. Experienced teachers look at mainstreaming: A study done in the Ottawa-Carleton area.
783. Mildly handicapped elementary students' opportunity to learn during reading instruction in mainstream and special education settings.
798. Mainstreaming: A continuing concern for teachers.
800. Rural aide model: A method for serving the rural student with handicaps.
802. Training needs of secondary industrial education teachers working with handicapped students.
810. The role of achievement in teachers' attitudes toward handicapped children.
821. Rethinking the relationship between consultation and collaborative problem-solving.
851. Analysis of educational interpreter services for hearing-impaired students.
875. Promoting occupational therapy in the schools.
877. Training and support for mainstream day care staff.
879. An inservice training model to encourage collaborative consultation.
888. The self-efficacy interaction between regular educators and special education students: A model for understanding the mainstreaming dilemma.
889. Teacher preparation, teacher self-efficacy and the regular education initiative.
892. Organizing communication for the LD teacher.
905. Preservice teacher attitudes toward mainstreaming before and after internship.
908. Physical educators, attitudes and the mainstream: Suggestions for teacher trainers.
911. Working towards merger together: Seeing beyond distrust and fear.
920. A program to enhance teachers' motivation in integrating handicapped students into regular classes.
946. Teacher perceptions of the regular education initiative.
958. Aiming for superior classroom instruction for all children: A comprehensive staff development model.
962. Compliance with PL94-142 mandates: Implications for rural teacher training programs.
966. Out of the broom closet and into the classroom: The emerging SLP.
980. Classroom behaviors of LD, seriously emotionally disturbed, and average children: A sequential analysis.
989. A need for research on preservice teacher education for mainstreaming and multicultural education.
990. Support for special needs: Changing roles in an advisory service.
995. A mainstreaming program that really works.
996. Schoolwide study skills program: The key to mainstreaming.
1009. Support facilitation: An emerging role for special educators.
1010. Facilitating merger through personnel preparation.
1015. Teacher development and school improvement: The process of teacher change.
1019. A model professional development school: Merging special education and general education in the work place.
1024. Preparing teachers for mainstreaming: Some critical variables for effective preservice programs.
1038. Sensitivity of classroom observation systems: Measuring teacher effectiveness.
1042. Update on general education certification requirements concering exceptional students.

Teacher preparation and inservice cont'd:

1053. A model of the determinants of teachers' attitudes to integrating the intellectually handicapped.
1055. Extra people in the classroom: A key to integration?
1095. Social behavior standards and expectations of Australian and U.S. teacher groups.
1105. Attitudes to the integration of disabled children into regular classes: A factor analysis of functional characteristics.
1118. Essential collaborative consultation competencies for regular and special educators.
1122. General, special, and remedial teachers' acceptance of behavioral and instructional strategies for mainstreaming students with mild handicaps.
1128. Feedback to teachers on student engagement as a consultation tool.
1131. Educating students with learning problems and the changing role of the school psychologist.
1133. Listening to today's teachers: They can tell us what tomorrow's teachers should know.
1140. Mainstreaming exceptional children: Teacher attitudes and the educational climate.
1141. Teacher attitudes toward mainstreaming: An appraisal of the research.
1153. A study of teacher inservice training and changing teacher attitudes toward handicapped children.
1159. Instructional arrangements: Perceptions from general education.

Teaching strategies/methods:

4. Collaboration/consultation: Bridging the gap from resource room to regular classroom.
9. A case for occupational therapy: Integrating children with mental and physical handicap into mainstreaming education.
15. Teacher interactions with mainstreamed handicapped students and their nonhandicapped peers.
18. Bridging the gap: Student-centered strategies for promoting the transfer of learning .
19. Consistency of performance across classrooms: Instructional materials versus setting as influencing variables.
20. Synthesis of research on compensatory and remedial education.
25. Residential group care as a socializing environment: Toward a broader perspective.
26. The beginnings of outreach work and behavioral support in Oldham.
34. Teachers' perceptions of mainstreaming in an inquiry oriented elementary science program.
37. Cooperation works!
38. A survey of mainstreaming practices.
39. Outcome in psychoeducational day school programs: A review.
48. Are regular education classes equipped to accommodate students with learning disabilities?
58. Cooperative teaching: A model for general and special education integration.
60. Impact of a full-time integrated program on the achievement of nonhandicapped and mildly handicapped children.
63. Project RIDE.
67. Mainstreaming: A recent trend in the education of the disabled.
68. Facilitating mainstreaming of students with behavioral disorders using classwide peer tutoring.
69. Counseling handicapped students: A cognitive approach.
76. Instructional grouping and individualization for mainstreamed learning disabled children and adolescents.

Teaching strategies/methods cont'd:

77. Learning characteristics suggestive of teaching strategies in secondary mainstream classes.
78. The other side of placement decisions: Assessment of the mainstream learning environment.
79. Strategies for helping the mainstreamed student in secondary social studies classes.
81. Mainstream and special class strategies for managing behaviorally disordered students in secondary classes.
99. Ecological and normalizing approaches to disabled students and art education.
100. Folk and fairy tales for the learning disabled: Tips for enhancing understanding and enjoyment.
102. A mainstream support system that works: Scotland's system of learning support.
105. Launching Kevin into the mainstream.
114. Differential measures of teachers' questioning in mainstreamed classes: Individual and classwide patterns.
116. Instructional consequences in mainstreamed middle school classes: Reinforcement and corrections.
119. Implications of social and cultural differences for special education with specific recommendations.
120. Empowering Hispanics in the mainstream: Building a curriculum unit on immigration and Central America.
125. Integration: A parent's perspective.
133. Handicapped students as peer tutors.
135. There is more than a zip code to changes in services.
145. The effects of classroom organization on mainstreamed preschool children.
147. Peer tutoring with the learning disabled: A critical review.
149. Integrating AAC instruction into regular education settings: Expounding on best practices.
156. Curricular interventions for teaching higher order thinking to all students: Introduction to the special series. Special section.
158. Grading handicapped pupils: Review and position statement.
170. Teacher assistance teams: Five descriptive studies on 96 teams.
177. Mainstream schooling for the physically handicapped: How can counseling help?
181. Getting into the classroom and making it work.
182. Ecological perspectives on emotional disturbance.
184. Functional skills and behavioral technology: Identifying what to train and how to train it.
186. Issues in implementing the adaptive learning environments model.
187. Bridging "mainstream" and "special" education: A curriculum problem.
193. Centering on fossils and dinosaurs.
194. Teaching five special needs children in a regular primary classroom using a consultation-collaboration model.
202. Data-based integration of a student with moderate special needs.
204. Teaching planning skills in the classroom: The development of an integrated model.
205. Mainstreaming special class students with mild handicaps through group instruction.
208. Maintaining at-risk children in regular education settings: Initial effects of individual differences and classroom environments.
209. Cooperative groups and microcomputer instruction: Combining technologies.
215. The ERIC connection: Disabled students and classroom drama.
218. Family-classroom: A critical balance.
220. Regular and special education teachers' marking attitudes and behavior.
222. Making texts more readable.

Teaching strategies/methods cont'd:

229. Comparing a pre-service mainstreaming class taught by traditional methods with a similar class taught by computer-assisted instruction.
230. Comprehension instruction for high school learning disabled students.
232. Public schools welcome students with disabilities as full members.
243. Educating students with mild disabilities in general education classrooms: Minnesota alternatives.
245. The ecology of integration: A descriptive rural perspective.
266. The emotional development of exceptional students.
275. Three types of peer tutoring: Effects on the attitudes of students with learning disabilities and their regular classroom peers.
287. Developing friendship skills: Key to positive mainstreaming.
289. Making mainstreaming work through prereferral consultation.
291. Least intensive interventions for classroom behavior problems.
292. Reasonable mainstreaming accommodations for the classroom teacher.
295. Jason was handicapped but he knew how to get his own way.
305. Day care dilemma. Austin: A community responds.
309. Reflections on the integration of children with learning difficulties into secondary mathematics classes.
312. Preferential seating is NOT enough: Issues in classroom management of hearing-impaired students.
314. Education integration.
315. Just one of the kids.
317. The effects of social support and school placement on the self-concept of LD students.
327. Effective teaching strategies used with the mildly handicapped in the mainstream.
334. Middle school interaction study of mainstreamed students.
337. Academic engagement of elementary school children with learning disabilities.
339. Prereferral intervention: A prescriptive approach.
348. Categorical services in the age of integration: Paradox or contradiction?
356. Growing in silence - The deaf adolescent.
358. Support teaching: Taking a closer look.
359. Math learning disabilities: Teaching and learners.
367. Special and remedial education in the classroom: Theme and Variations.
370. EASE: Exit assistance for special educators--helping students make the transition.
371. Teaching handicapped students in a litigious society.
384. Fostering integration through curriculum development.
385. Resource room teachers' use of strategies that promote the success of handicapped students in regular classrooms.
386. ERIC/EECE Report: Effective teachers and teaching skills.
387. Parent checklist for placement of a hearing-impaired child in a mainstreamed classroom.
389. Effects of sociodramatic script training on social and communicative interaction.
392. The buddy system: A reintegration technique.
399. Evaluating spelling programs and materials.
400. Teaching tips from a recovered autistic.
401. Audiovisual training materials to support mainstreaming.
402. Reasonable accommodations for students with organizational problems.
409. Instructional strategies for special education students in vocational education. More than just tips.
423. Walking on a tightrope: Parents shouldn't have to walk it alone.
427. Improvised musical play with delayed and nondelayed children.

Teaching strategies/methods cont'd:

428. Monster in the mail: Integrating developmentally delayed and non-delayed young children through the use of play formats.
444. Making a mainstreamed placement work: Tips for the regular classroom teacher.
445. Individual and classwide patterns of teachers' questioning in mainstreamed social studies and science classes.
457. LAPP: Joseph's coat of many colors.
464. Changing teaching practices in mainstream classrooms to improve bonding and behavior of low achievers.
484. Evaluating the mainstreamed students in the regular classroom.
485. A positive approach to classroom behavior problems.
489. Meeting special needs in mainstream classrooms.
491. Observational assessment for planning and evaluating educational transitions: An initial analysis of template matching.
497. Prosocial behaviors of handicapped and typical peers in an integrated preschool.
498. Preparing special educators for mainstreaming: An emphasis upon curriculum.
504. Construction and implementation of graphic organizers for academically handicapped and regular secondary students.
509. Improving the self-concept and social interaction of low incidence children in a rural elementary school through education in the least restrictive environment.
511. The resource/consulting teacher: An integrated model of service delivery.
513. Hearing for success in the classroom.
516. Effects of proficiency rates on later performance of a recall and writing behavior.
525. Behavior management strategies for emotionally disturbed young children in an integrated setting.
528. Students' preferences for service delivery: Pull-out, in-class, or integrated models.
529. Development of a school building model for educating students with handicaps and at-risk students in general education classrooms.
534. A review of behaviorist teaching approaches in the U.K.
536. Classroom conflict: Controversy versus debate in learning groups.
537. Cooperative learning: What special education teachers need to know.
539. Mainstreaming and cooperative learning strategies. Special issue: In search of excellence: Instruction that works in special education classrooms.
545. PASSWORD: Organizing exits from the resource room.
548. Mainstreaming? It all depends...
555. Special needs students in home economics classrooms.
565. Teaching math using regular curricula.
569. Addressing individual differences in the classroom: Are we up to the job? A discussion of the issues.
571. Eliminating artifacts from the system.
572. Planning and implementing effective instruction in physical education for students with learning disabilities.
578. The effects of integration on the mathematics achievement of hearing impaired adolescents.
580. Generalization of student question asking from special class to regular class settings.
581. Reducing aggressive behaviors in special and regular class settings by training alternative social responses.
595. Using guided notes to aid learning-disabled adolescents in secondary mainstream settings.
596. A clarification of the roles and responsibilities of teachers, students and interpreters in a mainstream setting.
597. Helping individual students in mainstream classes.

Teaching strategies/methods cont'd:

599. Activating the inactive learner: Advance organizers in the secondary content classroom.
625. The redefinition of special education: Special-ordinary education...Individualized and Personalized in the Regular Class.
626. Redefining the applied research agenda: Cooperative learning, prereferral, teacher consultation, and peer-mediated interventions.
627. A unique equation: Learning strategies + generalization = success.
629. Goodbye behavior units, hello support services: Home-school support for pupils with behavior difficulties in mainstream schools.
634. Behavioral treatment and normal educational and intellectual functioning in young autistic.
639. Mainstreaming - ready or not.
641. The "geography" of classroom learning.
648. The quality of IEP objectives and their relevance to instruction for students with mental retardation and behavioral disorders.
657. Classwide tutoring with mildly handicapped high school students.
658. Classwide student tutoring teams: The effects of peer-mediated instruction on the academic performance of secondary mainstreamed students.
659. Involving behaviorally disordered adolescents in instructional planning: Effectiveness of the GOAL procedure.
670. Using cooperative learning to facilitate mainstreaming in the social studies.
671. Facilitating mainstreaming through cooperative learning.
673. Five cooperative learning strategies for mainstreamed youngsters in content area classrooms.
674. Preschool integration: An experimental classroom.
675. The effectiveness of special education: A time series analysis of reading performance in regular and special education settings.
682. Reinforcing to failure.
685. Teaching and training relevant community skills to mentally retarded persons.
688. Adapting the classroom environment.
691. Reverse mainstreaming: Nonhandicapped students in special education classrooms.
699. Comprehension and coherence: Neglected elements of literacy instruction in remedial and resource room services.
710. Rehabilitation resource programs in Campbell River.
711. Classroom interactions of mildly intellectually disabled children in special and regular classrooms.
716. Impact of positive interdependence and academic group contingencies on achievement.
718. Changing the "I" to "We": Effective mainstreaming through cooperative teaching.
723. Educators' views of procedures for grading mainstreamed handicapped children.
726. Delivering educational programmes to slow learners.
727. Enhancing early childhood mainstreaming through cooperative learning: A brief literature review.
733. For rent: The housekeeping area. Snapshots of children learning to write.
737. Peer tutoring in special education: Effects on the academic achievement of secondary students with mild handicaps.
738. Evaluating curriculum design in the context of active teaching.
743. Strategies for mainstreamed students.
749. Regular education teacher modifications for mainstreamed mildly handicapped students.
754. Mainstreaming modification preferences of parents of elementary-age children with learning disabilities.
756. EASE: Exit assistance for special educators — helping students make the transition.

Teaching strategies/methods cont'd:

761. What the research says about limiting or avoiding referrals to special education.
764. Providing language remediation in the classroom: An integrated language-to-reading intervention method.
768. Managing small group instruction in an integrated preschool setting.
772. A problem of graphics: Economics and the blind.
774. In this class, Charles found out it was okay to be different.
777. The cognitive academic language learning approach (CALLA).
784. Analyzing instructional materials as a prerequisite for teacher effectiveness.
786. Teacher behavior toward low achievers, average achievers, and mainstreamed minority group learning disabled students.
794. Increasing implementation of special education instruction in mainstream preschools: Direct and generalized effects of nondirective consultation.
797. Seminar on integration of the blind child in the ordinary primary school.
805. Consultation-based programming: Instituting the collaborative ethic in schools.
809. Schools' and teachers' roles in educating bilingual handicapped students.
813. Issues in program design for elementary students with mild retardation: Emphasis on curriculum development.
823. Collaborative skill instruction for promoting positive interactions between mentally handicapped and nonhandicapped children.
840. Teacher-directed and student-mediated textbook comprehension strategies.
844. Regular class or resource room for students with disabilities? A direct response to "Rich and Ross: A mixed message."
845. Students' time on learning tasks in special education.
848. Preparing the peer group for mainstreaming exceptional children.
857. The range of reading skills within and across general education classrooms: Contributions to understanding special education for students with mild handicaps.
858. Grading mainstreamed special needs students: Determining practices and attitudes of secondary vocational educators using a qualitative approach.
859. Enjoying each other's company: Our model mainstream classroom.
864. Teaching mainstreamed children to manage daily transitions.
868. Description and formative evaluation of attendance in a parent program involving reintegration of conduct-disordered students into regular classes.
871. Teaching test taking skills.
876. Volunteers: An extraordinary resource.
880. Preparation for transition to mainstreamed post-preschool environments: Development of a survival skills curriculum.
896. Increasing academic responding of handicapped preschool children during group instruction.
897. Facilitating transition times with handicapped preschool children: A comparison between peer-mediated and antecedent prompt procedures.
898. Effects of a student-managed response-cost system on the behavior of two mainstreamed students.
900. Adapting teacher-made tests for mainstreamed students.
904. What is successful re-integration? Research supplement.
907. Evaluating mainstreaming through an analysis of students' schedules.
909. Facilitating mainstreaming: A case study.
912. Peer tutoring versus structured interaction activities: Effects on the frequency and topography of peer initiations.
925. Integrating children with moderate to severe cognitive deficits into a community museum program.
934. Cooperative learning works.

Teaching strategies/methods cont'd:

935. "Peter? He comes and goes ..." First graders' perspectives on a part-time mainstream student.
938. Making adaptations for mainstreamed students: General classroom teachers' perspectives.
940. Dance dynamics - A dance for all people.
943. Reconstructive elaborations: A model for content area learning.
949. An analysis of teachers' prereferral interventions for students exhibiting behavioral problems.
956. The effects of reverse-role tutoring on the social acceptance of students with behavioral disorders.
959. Classroom modification for mainstreamed hyperactive adolescent students.
965. Instructional and curricular requisites of mainstreamed students with learning disabilities.
968. Ancillary staff members' mainstreaming recommendations for students with mild exceptionalities.
978. Students with special health care needs.
983. Comprehensive cooperative learning models for heterogeneous classrooms.
985. Grouping for instruction in the elementary school.
986. On success for all: Defining "success", defining "all".
987. Research on cooperative learning: An international perspective.
988. Accommodating student diversity in reading and writing instruction: A cooperative learning approach.
992. Reducing the disruptive behavior of junior high school students: A classroom self-management procedure.
993. Facilitating mainstreaming through a school-wide study skills program and semantic feature analysis: An interactive teaching strategy for facilitating learning from text.
994. Returning to the mainstream.
1000. The impact educational facilities have on the integration of handicapped students.
1002. Deaf and hearing children together: A cooperative approach to child care.
1019. A model professional development school: Merging special education and general education in the work place.
1029. Integration and segregation in mainstreaming programs for children and adolescents with hearing impairments.
1031. Innovation in services for young children with handicaps and their families: An analysis of the handicapped children's early education program projects funded from 1982-1986.
1032. Open to suggestion.
1033. L'Arche from a participant observer's perspective: The creation of universal community.
1037. Outcomes of grouping students in mainstreamed middle school classroom.
1038. Sensitivity of classroom observation systems: Measuring teacher effectiveness.
1043. TELSQA and the mainstreamed LD social studies student.
1048. How well does mainstreaming work?
1056. Room management in mainstream education.
1059. Spotlighting positive practices for mainstreaming.
1060. Working toward solutions in mainstreaming.
1066. Coping and adaptation by children with mild physical differences.
1070. Research and trends in employment of adolescents with handicaps.
1078. An affective approach to reading: Effectively teaching reading to mainstreamed handicapped children.
1085. The McGill Action Planning System (MAPS): A strategy for building the vision.

Teaching strategies/methods cont'd:

1086. The role of the school counsellor in mainstreamed classrooms.
1090. Rich and Ross: A mixed message.
1093. Hearing impaired students in regular classrooms: A cognitive model for educational services.
1097. Characteristics and success of deaf college students in three types of educational environments.
1099. Clearing the road to success for students with special needs.
1116. Teaching library skills to special education students.
1120. Managing mainstream instruction: Lessons from research.
1122. Cooperative learning groups and integration.
1126. The "House Plan" approach to collaborative teaching and consultation.
1146. Adapting the presentation of academic content.
1148. Bridging the gap.
1150. Adaptations for rural behavior disordered pupils in the mainstream.
1151. Adapting test construction for mainstreamed social studies students.
1152. Adapting the classroom lecture for the mainstreamed student in the secondary schools.
1153. Adapting textbooks.
1157. Are different kinds of instructional tasks used by different categories of students in different settings?
1158. Instructional grouping arrangements used with mentally retarded, learning disabled, emotionally disturbed, and nonhandicapped elementary students.
1159. Instructional arrangements: Perceptions from general education.
1160. Teaching structure and tasks in reading instruction for students with mild handicaps.
1161. Time allocated to instruction of mentally retarded, learning disabled, emotionally disturbed, and nonhandicapped elementary students.
1166. Mainstream experiences for learning disabled students (Project Meld): Preliminary report.

Use of music:

30. Being involved in mainstreaming decisions.
32. Success in the mainstream of general music.
33. A survey of present mainstreaming practices in the southern United States.
231. Beyond mainstreaming: Dealing with diversity.
374. Behavior disorders: Strategies for the music teacher.
426. Improvised musical play: A strategy for fostering social play between developmentally delayed and nondelayed preschool children.
427. Improvised musical play with delayed and nondelayed children.
487. Collaboration for learning: Strategies for program success.
940. Dance dynamics - A dance for all people.
1048. How well does mainstreaming work?
1060. Working toward solutions in mainstreaming.
1104. Bale's talking hands.

The use of technology/computers:

12. Using computer-assisted staff development to enhance teacher consultation.
21. Technology integration for mainstreamed students.
121. Effects of contextual competence on social initiations.

The use of technology/computers cont'd:

180. The relationship between special education placement and instruction in computer literacy skills.
191. Technology and transformation: A naturalistic study of special students and computers in the middle school.
201. Learning disabled writers and word processing: Performance and attitude gains.
209. Cooperative groups and microcomputer instruction: Combining technologies.
210. Microcomputer use within micro-educational environments.
211. Grouping students on the microcomputer.
213. Developmental changes in micro-educational environments for learning handicapped and non-learning handicapped elementary school students.
229. Comparing a pre-service mainstreaming class taught by traditional methods with a similar class taught by computer-assisted instruction.
328. Microslide cassette programs for low vision students.
390. Computer use with children with special educational needs in primary schools.
490. Teaching with videodiscs and teacher fractions with videodiscs and mainstreaming students with learning disabilities for videodisc math instruction.
494. Expanding opportunities: Disabled students and microcomputer instruction at Berkeley's Vista College.
505. Teaching social studies to high school students with academic handicaps in a mainstreamed setting: Effects of a computerized study guide.
515. Computer-aided instruction and the mainstreamed learning disabled student.
613. The relationship between group size and performance on a microcomputer problem-solving task for learning handicapped and nonhandicapped students.
664. Cooperative learning for effective mainstreaming.
951. Integration and implementation: A four-point mainstream model. National Conference on Microcomputers in the Education of the Hearing Impaired: The classroom computer: An agent for change.
997. Real-time graphic display: Technology for mainstreaming.
1001. Linking the new technologies with special education.
1005. Microcomputers as social facilitators in integrated preschools.
1031. Innovation in services for young children with handicaps and their families: An analysis of the handicapped children's early education program projects funded from 1982-1986.
1108. Cooperative learning and computers: One way to address student differences.

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3. Booth, T., Swann, W., Masterton, M., & Potts, P. (1992). **Learning for all 2.: Policies for diversity in education.** London and New York in association with The Open University: Routledge.

4. Bradley-Johnson, S., & Evans, L. D. (1991). **Psychoeducational assessment of hearing-impaired students: Infancy through high school.** Austin, Texas: Pro-Ed.

5. Cooke, R. E., Tessier, A., & Klein, M. D. (1992). **Adapting early childhood curricula for children with special needs (3rd ed.).** Toronto: Maxwell Macmillan.

6. Gearhart, B. R., Weishahn, M. W., & Gearhart, C. J. (1992). **The exceptional student in the regular classroom (5th ed.).** Toronto: Maxwell Macmillan.

7. Greene, R. S. (1991). **Mainstreaming retardation delinquency.** Lancaster, P.A.: Technomic Pub. Co.

8. Mann, P. H., Suiter, P. A., & McClung, R. M. (1992). **A guide for educating mainstreamed students.** Needham Heights, Mass.: Allyn and Bacon.

9. Porter, G. L., & Richler, D. (1991). **Changing Canadian schools: Perspectives on disability and inclusion.** North York, Ontario: The Roehr Institute.

10. Retish, P. et al. (1991). **Students with mild disabilities in the secondary school.** New York: Longman.

11. Ross, M., Brackett, D., & Maxon, A. B. (1991). **Assessment and management of mainstreamed hearing-impaired children: Principles and practices.** Austin, Texas: Pro-Ed.

12. Stainback, S. B., & Stainback, W. C. (1992). **Curriculum considerations in inclusive classrooms: Facilitating learning for all students.** Baltimore, MD: P.H. Brookes Pub. Co.

13. Villa, R. A., Thousand, J. S., Stainback, W., & Stainback, S. (1992). **Restructuring for caring and effective education: An administrative guide to creating heterogeneous schools.** Baltimore, MD: P.H. Brookes Pub. Co.

14. Wade, B. & Moore, M. (1992). **Patterns of educational integration: International perspectives on mainstreaming children with special educational needs.** Wallingford, England: Triangle Books.